

**MATRICULATION
GRAMMAR & COMPOSITION**

RASAMAY MITRA M. A.

B. BANERJEE & CO,

1/8

Approved as a Text-Book by the Governments of Bengal,
Behar and Orissa.

MATRICULATION GRAMMAR AND COMPOSITION.

BY

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EIGHTH EDITION.
(THOROUGHLY REVISED.)

CALCUTTA:
B. BANERJEE & Co.,
25, Cornwallis Street.

1925.

Price Rs. 1/8.

LIBRARY SERVICE INDIA
KOTTAIYUR-623106.
TAMILNADU. INDIA.

CALCUTTA :

PRINTED AND PUBLISHED BY K. C. DUTTA

**CR B. BANERJEE & CO. AT THE VICTORIA PRINTING WORKS
203/2, CORNWALLIS STREET.**

CONTENTS.

PART I.—GRAMMAR.

CHAPTER.	PAGE.
I. THE PARTS OF SPEECH	1
II. NOUNS	2
III. ADJECTIVES	17
IV. PRONOUNS	26
V. VERBS	33
VI. ADVERBS	61
VII. PREPOSITIONS	67
VIII. CONJUNCTIONS.	79
IX. INTERJECTIONS.	87
X. SYNTAX	100
XI. COMMON ERRORS	103
XII. SEQUENCE OF TENSES	113
XIII. ANALYSIS OF SENTENCES	117
XIV. PARSING	137

PART II.—COMPOSITION.

XV. CONVERSION OF SENTENCES	140
XVI. DIRECT AND INDIRECT SPEECH	157
XVII. PUNCTUATION	166
XVIII. FIGURES OF SPEECH	173
XIX. PARAPHRASING AND SUMMARISING	183
XX. Section I—THE CHOICE OF WORDS	198
„ II—THE ORDER OF WORDS	204
XXI. THE STRUCTURE OF SENTENCES AND PARAGRAPHS	213
XXII. ESSAY-WRITING	219
XXIII. LETTER-WRITING	263
TEST QUESTIONS	275
MATRICULATION EXAMINATION QUESTIONS	299

MATRICULATION GRAMMAR AND COMPOSITION.

PART I.—GRAMMAR.

CHAPTER I.

THE PARTS OF SPEECH.

1. **The Parts of speech** are the classes into which the words of a language are divided according to their different functions in a sentence.

2. In English there are **eight** parts of speech :—

1. **Noun**—A noun is the *name* of anything ; as, *Rama*, *box*.

2. **Pronoun**—A pronoun is a word used instead of a noun or its equivalent ; as, '*I*', '*he*', '*it*'.

3. **Adjective**—An adjective is a word used to *limit* or *qualify* a noun ; as, a *good* boy, a *red* cap.

4. **Verb**—A verb is a word that makes an assertion with regard to anything ; as, Fire *burns*.

5. **Adverb**—An adverb is a word which modifies the meaning of a verb or adjective or another adverb ; as, He walks *slowly*,

6. **Preposition**—A preposition is a word put before a noun or its equivalent to make up a qualifying or adverbial phrase ; as, a book *of* fables ; he came *to* London.

7. **Conjunction**—A conjunction is a word used to join together words or sentences ; as, Rama comes *and* Hari goes.

Interjection—An Interjection is a word inserted in a sentence to express some strong feeling or emotion of the mind as, *Alas !* I am undone.

3. **Inflexion** treats of the changes made on words to express various relations and meanings.

[It is important to note that some of the parts of speech are inflected and others are not.]

4. Inflexions are divided into **two** classes :—

(a) Inflexions indicating some **change in meaning** ;
as, *tree, trees*.

(b) Inflexions showing some **relation** of the word inflected to another word in the sentence, as. *man's pride*.

5. The parts of speech that admit of inflexions are the **Noun**, the **Pronoun**, the **Adjective**, the **Verb** and the **Adverb**.

Nouns and **Pronouns** are inflected to express difference of **gender**, **number** and **case**.

Verbs are inflected to mark **voice**, **mood**, **tense**, **number** and **persons**.

Note.—The term *Declension* is given to inflexion of nouns or pronouns, and *Conjugation* to that of verbs.

Adjectives and **Adverbs** are inflected to mark **degree**.

Prepositions, **Conjunctions** and **Interjections** are not inflected.

ACCIDENCE AND SYNTAX.

6. **Accidence** is that part of grammar which deals with the classification of inflections.

7. **Syntax** is that part of grammar which deals with relations of words to one another in sentences.

CHAPTER II.

NOUNS.

8. A **Noun** is a word used as the *name* of any person or thing ; as, *Rama, book, pencil, slate*

Classification :—Nouns are divided into **five** classes :—

1. Proper Nouns. 2. Common Nouns. 3. Collective Nouns
4. Material Nouns. 5. Abstract Nouns.

1. A **Proper Noun** is the name of some particular person or thing ; as, *Rama, Calcutta, Ganges, Tajmahal*.

Note.—Proper nouns are written with the first letter a capital, as, *Rama, Calcutta, the Ganges*.

2. A **Common Noun** is the name which applies to each individual of the same class or sort of things ; as, *man, horse, city, flower*.

Note—A Common Noun marks off a class and distinguishes it from other classes, but does not distinguish between individuals of the same class. For example, *jackal* distinguishes the animal so named from all other classes of animals, but does not distinguish one jackal from another. Hence a Common Noun distinguishes *from without* but does not distinguish *within* the class it denotes. It is the province of Proper Nouns to distinguish individuals.—MCMORDIE.

3. A **Collective Noun** is the name of a number of individuals viewed as a single undivided group ; as, *nation, crowd, fleet*.

Note.—Sometimes when the Collective Noun is used, the things are spoken of individually and separately, as if it were a class noun. 'The *jury* were kept without food' means that the *jurymen* were so kept ; because the action of taking food cannot apply to a whole body collectively, but only to men individually. These **Collective Nouns** are sometimes called **Nouns of Multitude**—BAIN.

4. A **Material Noun** denotes a substance or material viewed as a single collection : as, *gold, iron, wood, rice, sugar*.

5. An **Abstract Noun** is the name of a quality, action, state or feeling considered apart from the object to which it belongs :—

Quality.—Beauty, softness, cleverness, strength.

Action.—Reading, running, fight, occupation.

State.—Slavery, bondage, freedom, manhood.

Feeling.—Joy, hope, fear.

MODES OF FORMING ABSTRACT NOUNS.

9. Most abstract nouns are formed from :—

(a). **Adjectives** (by adding *ness, ity, ty, th, ce, &c*) : as, *roundness, humanity, strength, patience*.

(b) **Verbs** (expressing their actions) : as, advise, *advice* ; grow, *growth* ; choose, *choice* ; refuse, *refusal*.

(c) **Nouns** : as, priest, *priesthood* ; friend, *friendship* ; slave, *slavery*.

10. Every object possesses certain qualities. Thus a star may be *bright* and *distant* ; a horse, *swift* and *strong* ; a man *good* and *wise*, &c. If we separate or *draw off* these qualities, and consider them apart from the object, the names of the qualities so separated are called *Abstract Nouns* ; e.g. *brightness*, *distance*, *swiftness*, *strength*, *goodness*, *wisdom*. Some Abstract Nouns are also used in the same sense as Collective Nouns ; as, *priesthood*, *youth*. The object itself, in contradistinction to these abstract qualities, is called a *Concrete Noun* ; e. g., *star*, *horse*, *man*—ADAMS.

11. Many Nouns are **abstract** in one sense and **concrete** in another : as, 'His *industry* (abstract) is remarkable.' 'The cotton *industry* (concrete) of Manchester.' When an abstract noun is used as concrete noun, it may be used in the plural ; as, 'the iron and cotton *industries*.'

12. **Proper Nouns** become **Common**, when they denote a class resembling the individual denoted by the proper noun. They are then preceded by an *article* or by such words as *some*, *any*, &c. or are used in the plural, as, *Cæsars*, the *Homer* of India, a *Milton*.

13. A **Common Noun** is used as a **Proper Noun**, when it applies to a particular person or thing. It is then preceded by an adjective, generally the definite article ; as, 'God save the *Queen* !'

14. **Material Nouns** become **Common**, when they denote (a) different kinds, (b) detached portions, or (c) things made of the material ; as, *rices* (different kinds of rice), *stones* (detached portions or fragments of stone), *tins* (certain utensils made of tin.)

In such cases the noun can be used in the singular with 'a' before it : as, a tin, a stone.

15. **Abstract Nouns** become **Common**, when they denote varieties or instances of a quality, state or action ; as 'the *colours* of the rainbow,' (different varieties of colour) ; *kindnesses*, (acts of kindness.)

INFLEXIONS OF NOUNS.

Nouns have **Gender, Number and Case.**

(i) **Gender.**

16. **Gender** is the grammatical distinction in words corresponding to the natural distinction in sex.

It belongs to Nouns and Pronouns.

17. There are three Genders :—The *Masculine*, the *Feminine* and the *Neuter*.

The **Masculine** gender is applied to nouns denoting individuals of the *male* sex ; as, *man, boy*.

The **Feminine** gender is applied to nouns denoting the *female* species ; as, *woman, girl*.

The **Neuter** gender is applied to nouns denoting objects without sex : as, *door, wall*.

18 All Material and Abstract nouns must be of the *neuter* gender : as, *iron, hardness*. So also are all Collective nouns ; as, *group, nation*.

19. The Genders of nouns are distinguished in **three ways** :—

(1) By using a totally **different word** for each sex :—as,

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Boy	Girl	Father	Mother
Brother	Sister	Son	Daughter

(2) By **prefixing a word** indicating the sex :—as,

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Man-servant	Maid-servant	He-goat	She-goat
Cock-sparrow	Hen-sparrow	Male-child	Female-child

(3) By change of **ending** :—as,

<i>Mas.</i>	<i>Fem.</i>	<i>Mas.</i>	<i>Fem.</i>
Abbot	Abbess	Testator	Testatrix
Songster	Songstress	Hero	Heroine

20 Some Nouns are of the **common** gender, *i.e.* they are either masculine or feminine ; as, *parent* (father and mother), *child* (son or daughter), *cousin, prisoner, monarch, sovereign*.

21. Some words are used only in the feminine gender ; as, *laundress, seamstress, amazon, dowager, milliner, shrew, siren, vixen* (originally the fem. of *fox*), *virgin, virago*.

22. Some nouns of the masculine gender are formed from the feminine : as, *bridegroom*, *widower*, *wizard*, and *gander* from *bride*, *widow*, *witch*, and *goose* respectively.

Note —When the office, occupation, or profession of the individual and not the sex, is to be chiefly expressed, the masculine form is employed ; *e.g.*, if I say, ‘The *singers* at the opera were in good voice’ I clearly include all of them, both male and female. If I say, ‘Grisi is the best *songstress* of the day,’ I give her superiority only over those of her own sex ; but if I say, ‘she is the best *singer* of the day,’ I pronounce her superior to all vocalists of the day, both male and female.—YATES.

23. Gender of Personified Things.—Inanimate objects are sometimes *personified*, i.e., they are represented as living creatures, and are considered either as masculine or feminine. No definite rule can be laid down as to what sex is to be attributed to what particular class of objects. It is generally the case to speak of things remarkable for strength, firmness or energy as *masculine*, *e.g.*, *sun*, *time*, *death*, &c. ; and of those that are remarkable for mildness, beauty or timidity as *feminine* ; as *virtue*, *truth*, *justice*, *piety*, &c. Names of countries and of arts and sciences are generally regarded as *feminines*.

(II) Number.

24. Number is the variation in the form of a word which shows whether we are speaking of one thing or of more than one.

25. There are two numbers, **singular** and **plural**.

When a noun denotes a single object it is said to be of the **singular** number. When it denotes two or more things of the same kind, it is said to be of the **plural** number.

MODES OF FORMING THE PLURAL.

26. The plural of nouns is formed as follows :—

Rule. I. The **general rule** is to add **s** to the singular ; as, *book*, *books* ; *dog*, *dogs*.

Exceptions—I. Nouns ending in a palatal or sibilant sound as, *z*, *s*, *sh*, *ch*, (soft), form the plural in *es* ; as *topaz*, *topazes* ; *gas*, *gases* ; *fish*, *fishes* ; *church*, *churches*.

2. Nouns ending in *o* mostly of foreign origin form the plural in *es* ; as, *negro*, *negroes* ; *echo*, *echoes* ; *hero*, *heroes* ; *cargo*, *cargoes*. A few, however, follow the general rule ; as *canto*, *cantos* ; *folio*, *folios*.

3. Some Nouns ending in *f* or *fe* form the plural by changing the termination into *ves* ; as, leaf, *leaves* ; knife, *knives* ; Reef, roof, hoof, gulf, chief, grief, *fife*, *strife*, and *safe* follow the general rule. Words ending in *ff* also follow the general rule, *ie*, simply add *s*. *Staff*, *dwarf*, *scarf*, *beef*, *wharf* and *turf* have both forms.

4. Nouns ending in *y* after a consonant form their plural by changing the *y* into *ies* : as, *city*, *cities* ; *glory*, *glories*. But words ending in *y* after a vowel follow the general rule ; as, *day*, *days* ; *boy*, *boys*. Proper names ending in *y* never change the *y* into *ies* ; as, *Henry*, *Henrys* ; *Mary*, *Marys*.

II. A few nouns retain their old plural ending *n* or *en* ; as *hose*, *hosen* ; *ox*, *oxen* ; *child*, *children*. *Kine* is the old plural of *cow*.

III. Eight nouns form their plural by changing one or more vowels of the singular ; as, *foot*, *feet* ; *goose*, *geese* ; *man*, *men* ; *louse*, *lice* ; *mouse*, *mice* ; *dormouse*, *dormice* ; *tooth*, *teeth* ; *woman*, *women*.

27. Some nouns have the **same form** in the plural as in the singular :—

Deer	swine	grouse	salmon
Sheep	trout	heathen	cannon

28. Some nouns have *two* plurals, with different meanings :—

<i>Sing.</i>	<i>Plur.</i>
Brother	... { Brothers, <i>sons of the same parents</i> { Brethren, <i>members of the same society</i> .
Cloth	... { Cloths, <i>kinds or pieces of cloth</i> { Clothes, <i>garments</i> .
Die	... { Dies, <i>stamps for coining</i> { Dice, <i>small cubes for gaming</i> .
Fish	... { Fish, <i>the species</i> (collectively). ... { Fishes, <i>the number</i> (separately).
Genius	... { Geniuses, <i>men of talent</i> { Genii, <i>spirits</i> .
Index	... { Indices, <i>algebraical signs</i> { Indexes, <i>table of contents</i> .

<i>Sing.</i>	<i>Plur.</i>
Pea	... { Peas, <i>number of separate seeds.</i> Pease, <i>the seeds taken collectively.</i>
Penny	... { Pennies, <i>number of separate coins.</i> Pence, <i>a collective sum.</i>
Shot	... { Shot, <i>number of small balls.</i> Shots, <i>number of times fired.</i>
Sow	... { Sows (<i>individuals</i>). Swine (<i>the species</i>).

29. Some nouns have *two* meanings in the singular and only *one* in the plural :—

<i>Sing.</i>	<i>Plur.</i>
Horse, <i>cavalry, animal</i>	Horses, <i>animals.</i>
Foot, <i>infantry, part of body</i>	Feet, <i>parts of body.</i>
Powder, <i>for guns, mixture</i>	Powders, <i>mixture.</i>
Light, <i>of a lamp, a lamp</i>	Lights, <i>lamps.</i>
People, <i>a nation, persons</i>	Peoples, <i>nations.</i>
Wood, <i>material, a forest</i>	Woods, <i>forest.</i>

30. Some nouns have *two* meanings in the plural, and *one* in the singular :—

<i>Sing.</i>	<i>Plur.</i>
Custom, <i>habit</i>	Customs, <i>habits, revenue duties.</i>
Pain, <i>suffering</i>	Pains, <i>sufferings, trouble.</i>

Other examples are :—

Arm, arms ; colour, colours ; effect, effects ; number, numbers ; part, parts ; quarter, quarters ; spectacle, spectacles.

The noun *letter* has *two* meanings (*alphabet* and *epistle*) in the singular, and three meanings *alphabet, literature* and *epistles*, in the plural.

31. Some nouns have plurals differing in meaning from the singulars :—

<i>Sing.</i>	<i>Plur.</i>
Corn= <i>grain.</i>	Corns= <i>excrescences on the feet.</i>
Good= <i>opposed to evil</i>	Goods= <i>property.</i>
Iron= <i>a hard metal</i>	Irons= <i>setters made of iron.</i>
Manner= <i>mode of action</i>	Manners= <i>behaviour.</i>
Practice= <i>habit</i>	Practices= <i>habitual actions.</i>
Salt= <i>a substance used for seasoning.</i>	Salts= <i>used for medicine.</i>

Other common examples are :—

Advice, advices ; air, airs ; compass, compasses ; draught, draughts ; force, forces ; grain, grains ; part, parts ; return, returns ; scale, scales ; vesper, vespers.

32. Some nouns are plural in form, but are often used in the **singular number** ; as, *alms, gallows, news, means*.

‘Summons’ is really singular ; its plural is ‘summonses’.

33. Some nouns have **no singular** :—

These include (a) names of complex objects with plurality of parts, and (b) names of collections of things ; such as—

Aborigines	billiards	entrails	mumps	scissors	tidings
Annals	bowels	lungs	nuptials	shears	trousers
Antipodes	drawers	matins	odds	spectacles	virtuals
Bellows	embers	measles	premises	thanks	vitals

34. Some nouns have **no plural**, such as (a) names of **abstract** qualities ; *prudence, wisdom* ; (b) **proper names** ; as, *Hari, John* ; (c) things that are **weighed or measured**, as *gold, coffee* ; and (d) some collective nouns ; as, *mankind, clergy*.

(1) **Material and abstract** nouns, however, may have plurals to denote varieties or different instances of the things named, as *sugars, omissions*. (See arts 14, 15)

Nouns of multitude, though singular in form, have a plural meaning and construction ; *cattle, people, flock, fowl*.

35. Names expressive of **quantity, mass and weight**, as, *pair, brace, couple, dozen, score, gross, quire, ream, stone, ton, foot, fathom*, and *chaldron, bushel*, (when preceded by numerals) are treated as plurals, and take no plural sign. MORRIS.

The words *cannon, shot, mark, rood, furlong* follow this rule.

Examples—‘Four dozen of eggs’ ‘two pair of shoes,’ ‘six ton of coal,’ ‘ten head of cattle,’ ‘full fathom five,’ ‘fifty cannon.’

36 Plural of foreign words :—A few foreign words retain their **original plurals**:—

FROM LATIN—datum, data ; focus, focii : formula, formulæ : genus, genera : memorandum, memoranda.

FROM GREEK—basis, bases ; phenomenon, phenomena.

FROM FRENCH—beau, beaux ; flambeau, flambeaux.

FROM HEBREW—cherub, cherubim ; seraph, seraphim.

FROM ITALIAN,—bandit, banditti ; virtuoso, virtuosi.

Note—The present tendency of the English language is to reject these foreign plurals. Hence we find *cherubs*, *bandits*, *terminuses*, etc—ADAMS.

37. When titles are prefixed to a proper noun, the former or the latter is sometimes modified or sometimes both ; as, the *Misses Brown* or the *Miss Browns*, or the *Misses Browns*.

PLURAL OF COMPOUND NOUNS

38. The plural of compound nouns is formed as follows :—

Rule 1. Compounds consisting of a noun and an adjective annex the plural sign to the noun ; as, *attorneys-general*, *courts-martial*.

Rule 2. If two nouns form a compound with a preposition between them the first noun receives the plural sign : as, *sons-in-law*, *fathers-in-law*

Rule 3. “If the noun is prefixed to another only to distinguish its sex, or to express a property, the latter only takes the form of the plural ;” as, *maid-servant*, *maid-servants* ; *master-baker*, *master-bakers* ; *brother-squire*, *brother-squires*.

Rule 4. When two titles are united, the last noun usually takes the plural ; as, *major-generals* : a few old expressions occur in which both words, following the French idiom, take the plural ; as, *men-servants*, *knights-templars*, *lords-lieutenants*, *lords-justices*. —MORRIS.

Rule 5. Compounds united without a hyphen follow the general rule ; as, *handfuls*, *cupfuls*, *spoonfuls*.

(iii) Case.

39. **Case** is the form of a noun (or pronoun) to show its **relation** to some other word in the sentence ; as, the *master's* voice.

There are three cases, the *Nominative*, the *Possessive* and the *Objective*.

Nominative Case.

40. The **Nominative Case** is the form of a noun when it is the **subject** of a verb : as, ‘the *bird* sings.’

Note.—The terms *subject* and *nominative* are not always identical. The term Nominative can be applied with propriety only to the simple noun or nouns from which the action proceeds. If explanatory

phrases or sentences are added to the noun, these combined words form the *subject* of the verb, and the noun remains in the nominative case. The terms can be used indifferently only when the subject of the verb is a simple noun.—ADAMS.

41. The Nominative of Address—When the Nominative Case is used in addressing a person, it is called the **Nominative of Address** or the **Vocative case**: as, 'O Solitude! where are the charms &c?'

42. Nominative in Apposition—When two nouns without any connecting particle between them, the second one explaining or amplifying the meaning of the first, are subjects of the same predicate, the second is said to be in apposition to the first; as, 'Rama, *the brother* of Syama, said so'. Here *Rama* is the subject, and *brother* is in the nominative case in apposition.

43. Complementary Nominative—When a noun or pronoun forms a part of the predicate after verbs of *being*, *becoming*, *seeming*, and after passive verbs of *naming*, *making*, *appointing*, it is called a **Complementary Nominative**: as, 'Rama is a good *boy*.' 'He was made *King*.'

Note.—The *complementary* nominative is sometimes preceded by *as* or the infinitive *to be* without affecting the syntax of the following noun: as 'Diocletian may be considered *as* the founder of a new empire.'

44. The Nominative Absolute—A noun (or Pronoun) is said to be in the **Nominative Absolute** when (being followed by a participle expressed or understood) its case is not affected by another word in the sentence —SALMON.

Example—The *clock* having struck, we started.'

'*Breakfast* ended, we went out for a walk.'

These phrases express the **time**, **cause** or **condition** of the action and are to be considered as **extensions of the Predicate**; e.g.

Time.—'*Breakfast over*, we went out.'

The phrase 'breakfast over' expresses a circumstance of **time**. The meaning is, when (after) our breakfast was over, &c.

Cause.—'*The weather being fine*, the ship set sail.'

The phrase 'the weather being fine' expresses a circumstance of **cause**. The meaning is *because*, *as*, or *since* the weather was fine, &c.

Condition — '*Given fair weather*, we shall reach home to-morrow.'

The phrase 'given fair weather' expresses a **condition**. The meaning is, if fair weather be given, etc.

Position of the Nominative Case or Subject.

45. The Nominative Case or Subject generally precedes the verb : as, *birds fly*.

1. But the subject comes after the verb in the following cases :—

(a) In interrogative sentences :—

Is *he* here ? Are *you* going home ?

(b) In exclamatory sentences :—

How often have *I* loitered o'er thy green.—*Goldsmith*.

(c) In Imperative sentences :—

• Go (*you*) home.

(d) In Optative sentences :—

Long live the *Queen* !

(e) In conditional clauses, without *if* :—

'Were *he* here, you would not say this.'

(i) When the introductory adverb *there* begins a sentence and when *here*, *there*, *hence*, *thence*, precede the verb *to be* ; as,

"There was a *tiger* in the place." "Here are five *men*."

(g) After *neither* or *nor*, meaning *and not*.

"Ye shall not eat of it, neither shall *ye* touch it."

"Ram was not present, nor was his *brother*."

(h) In quoting the words of another :—

"Ram," said *he*, "is a good boy "

(i) When 'no sooner' and 'not only' begin a sentence :

'*No sooner* did *he* enter the room than all the members rose up to honour him.'

(j) When the sentence is emphatical :—

'Great is *Diana* of the Ephesians.'

The Objective Case.

46 The Objective Case is the form of a noun when it stands as the **object** of a verb or of a preposition ; as, Brutus stabbed *Cæsar*.

Note.—The term *Object* and *Accusative* are not always identical. When a simple noun is the object of a verb, it is usually in the Accusative case, but the noun may be accompanied by explanatory phrases or sentences. The accusative and the explanatory adjuncts combined constitute the *object* of the verb. The terms are identical only when the object of a verb consists of a simple noun in the accusative case.—ADAMS.

47. Direct and Indirect Object—Some transitive verbs take two objects after them commonly called the *Direct* and the *Indirect* object, one of which denotes the name of some *thing*, and the other of some *person* or *thing*.

The name of a person or thing acted on directly is called the **Direct Object**, and the name of the person or thing acted on indirectly is called the **Indirect Object** ;—

I gave him (Indirect) a book (Direct).

To determine which of the objects of a verb is *direct* and which *indirect*, the student is to ask himself two questions. The **direct** object is the answer to the question formed by putting *whom* or *what* before the verb and its subject. The **indirect** object is the answer to the question formed by putting *to* or *for* *whom* or *what* before the verb, subject and direct object. Thus, in 'I gave *him* a book.' *What* did I give? **ANS.**—'A book' (direct). *To whom* did I give the book? **ANS.**—Him (indirect).

48. The Indirect Object. can be easily detected as follows :—

It always comes *before* the Direct object and cannot be placed after the Direct object without the insertion of a preposition in which case it ceases to be the Indirect object of the verb and becomes the object of the preposition—ABBOTT.

(1) 'John bought a book *for* Thomas.'

(2) 'The father allowed two hundred pounds a year *to* his son.'

Note.—In *parsing*, the indirect object may be said to be in the objective case governed by the preposition understood. In *analysing* the direct object and the preposition are called the Adjuncts of the Predicate.

49. The objective case is sometimes used to denote the person interested in the action of the verb ; and is then called the **Ethical Dative** or **Dative of Interest** ; as, mend **me** these pens ; pluck **him** the grapes.

50. Objective in Apposition—Like the nominative, the objective case can also be used in apposition : ‘ I met John, the *brother* of James.’

Note.—Sometimes a noun is not in apposition to a preceding noun, but to some noun implied from the preceding words ; as, ‘ He was said to have disobeyed his parents—a *fault* deemed unpardonable in those days.’ Here the noun implied from the preceding words is evidently equivalent to *disobedience*, and the sentence then becomes equivalent to ‘ He was guilty of *disobedience*—a *fault* deemed unpardonable in those days.’

51. Complementary object—When a noun preceded by the verb *to be* follows an objective case, it is called a **Complementary object** ; as, ‘ I know Hari to be a good *man*.’

52. Retained object—When a transitive verb having two objects is changed into the passive voice, one of the objects becomes the subject of the passive verb, the second object is retained as object after the verb. This object is called the **retained object** : as, ‘ He was forgiven *his fault*.’

53. Reflexive object—When the object to a transitive verb is the same person as its subject, it is called a **reflexive object** : as, ‘ He drowned *himself*.’ ‘ He threw *himself* on his mercy.’

54. Factitive object—Certain transitive verbs, such as **verbs of naming** (*name, call, proclaim*), **verbs of making**, (*make, create, appoint, elect*) and **verbs of thinking** (*think, consider, deem*), take two objects after them, one expressing the *person*, the other the *office*. The latter is called the **factitive object** : as, ‘ They made him *king*.’ ‘ They appointed him *consul*.’ ‘ We thought him a *lunatic*.’

55. Cognate object—Some Intransitive verbs take after them an objective case similar in meaning to the verb. This is called the **Cognate object** : as, ‘ He slept a sound *sleep*.’ ‘ He laughed his great *laugh*.’

The Cognate Object may be :—

(a) Cognate both in **form** and **meaning** :—as,

‘ He lived a long *life*.’

‘ He died a sad *death*.’

‘ He has fought a good *fight*.’

‘ He sang a fine *song*.’

(b) Cognate in meaning only, but not in **form** :—

‘ He ran a great *risk*.’

‘ They shouted *applause*.’

‘ He walked a long *distance*.’

‘ He sang a good *tune*.’

Note.—Sometimes the Cognate Object is replaced by an adjective of the superlative degree ; as, 'He breathed his *last* (breath).'

56 Adverbial object—Nouns denoting *time, space, measure, &c.* are often used in the objective case without any verb or preposition. These are called **Adverbial objects**.

This Objective Case is used to mark :—

(a) **Extent or direction in space**: as, 'He lives *miles* away ; He walked ten *miles*.'

(b) **Duration of time or time when** ; as 'We stayed there all the *summer*' 'He arrived last *night*.'

(c) **Manner, measure or degree or attendant circumstance** ; as, 'The ship drove *full sail*' ; 'Step by step' ; 'I did not care a *button* for him' ; 'Bound *hand and foot*'.—MASON.

Note.—(1) The Objective Case is used after Prepositions and after the adjectives *like, worth, near, opposite*, which in such cases are regarded as having the force of prepositions : as, 'He comes *from* Calcutta,' 'The horse is *worth* ten pounds.'

(2) The objective case is sometimes used after some Interjections ; as, "*Ah me !*"

Position of the Object.

57. The **Object** is usually placed after the verb : as, 'Hari struck *Rama*.'

But the object precedes the verb in the following cases :—

(a) When the object is a Relative or Interrogative Pronoun :—

'This is the horse *which* I bought yesterday,' 'What sort of things do you want ?'

(b) When emphasis is required :—

'*Silver and Gold* have I none,'

The Possessive Case.

58. **Possessive Case** is the form which a noun takes to show that something belongs to the person or thing indicated by the noun : as, *Ram's* book. The possessive case of nouns is the only case which is distinguished by inflexion.

59. Formation of the Possessive Case—(a). It is formed by adding an apostrophe and an *s* to the nominative : nom. *man* ; poss. *man's*.

Note.—In O. E. the possessive ending was *es*. "The *es* was afterwards in the seventeenth century written as *'s*, the apostrophe

being used to show that a letter had been omitted. By and by this omission of the *e* came to be forgotten and the 's was assumed to be a contraction of *his*."—COX.

(*b*) In plural words ending in *s*, the possessive is formed by adding the apostrophe : as, *eagles'* wings. This is also the case with singular nouns of more than two syllables : as, *Lycurgus'* laws.

(*c*) Words ending in *es*, *x*, *us*, *ce*, form the possessive by adding the apostrophe ; as, *goodness'* sake, *Jesus'* sake, *conscience'* sake. This form is used to prevent the recurrence of the hissing sound.

"In spoken language, the possessive singular does not differ from the possessive plural, *boy's* and *boys'* being pronounced alike."—DR. MORRIS.

(*d*) In the case of compound nouns the possessive sign 's is placed at the end ; as, *My father-in-law's* house.

(*e*) In the case of nouns in apposition or of titles of several words, the possessive sign 's is affixed to the last word, the whole being regarded as a compound phrase :—as, *Victoria, Empress of India's* rule ; '*Henry the Sixth, the King of England's* wife.

60. "In English the Possessive has two forms—the *Saxon* which ends in 's (a contraction of *es* or *is*) and the *Norman*, which substitutes *of* for the case ending 's. The *Saxon* is the form most commonly used ; but the *Norman* may be used instead of it whenever it has the same meaning"—HILEY.

The *Saxon* genitive implies *origin*, *possession*. It is usually limited to persons, animals, and personified objects. Hence, it is wrong to say *book's price* for the *price of the book*. With the exception of certain idiomatic phrases such as, at his *wit's* end, to his *heart's* content, &c, and nouns denoting *time*, *space*, *weight* or *dignified objects*, the *Saxon* genitive cannot be used as a proper substitute for the *Norman* genitive : as,

Time—a *month's* holiday, at six *months'* sight.

Space—a *hair's* breadth, a *boat's* length, a *stone's* throw.

Weight—a *pound's* weight.

Dignified objects—the *sun's* rays, the *earth's* surface, *fortune's* smile.

The genitive may be employed with either animate or inanimate objects —ADAMS.

61. Double Possessive Forms—The double forms with *of* and the Saxon genitive sign 's are often used in the same expression. Compare 'A picture of my friend' and 'A picture of my friend's.' The former means a likeness of my friend; the latter means that my friend has many pictures and this is one of them. (Compare 'my book' and 'a book of mine.')

Note.—Nouns denoting 'house,' 'shop' &c., may be omitted after the possessive case of nouns, but not after the possessive case of pronouns, unless the words 'house' &c. have been used in the previous sentence; as, I went to *Rama's* i.e., to Rama's house. But it is wrong to say, 'I went to *your's*' for 'I went to your house.' 'He came to my house and I went to his'—is correct.

62. Uses of the Possessive Case—The two chief uses of the Possessive Case are :—

I. To qualify, as an attribute, another noun; as, 'Order is *heaven's* first law.'

Note.—The possessive case is sometimes used in a descriptive sense with an adjectival force; as, Her *angel's* (angelic) face; her *woman's* (womanly) nature.

2. To complete, as a predicate, a verbal notion of possession with the verb Be; 'Every subject's duty is the *king's*.'

EXERCISE I.

1. What is the Part of Speech of each of the italicised words in the following sentences?

(a) "Look at the *above* remarks."

(b) "Look at the remarks *above*."

(c) "Look at the remarks *above* the notice."

2. Form a sentence containing at least six different parts of speech and point out in it one example of each.

3. Name the five classes into which Nouns are divided, and explain their meaning.

4. When are *proper* nouns used as *common*, and *common* nouns used as *proper*?

5. Give three abstract nouns that change their meaning when in the plural number, and write three sentences to illustrate the exact meaning of the plural.

6. Derive abstract nouns from :—

High, child, grow, strong, know, friend, wise, depart, young, hard.

7. What is meant by "inflexion"? What parts of speech are inflected in English? Illustrate your answer by examples.

8. Give the general rules for forming the plural of nouns.

9. Write down the plurals of *cargo*, *index*, *valley*, *potato*, *knife*, *gulf*, *German*, *thief*.

10. Give examples of nouns, the singular and the plural of which are alike.

11. Mention some words that have two plural forms. State the meaning of each form.

12. Name some nouns (*a*) that have no singular; (*b*) that have two meanings in the singular and one in the plural; (*c*) that have two meanings in the plural and one in the singular.

13. When are words said to be of the *Common* gender.

14. Give the feminines of *sir*, *master*, *executor*, *earl*, *ass*, *lion*, and the masculines of *roe*, *bitch*, *step-mother*, *widow*.

15. Distinguish between Subject and Nominative, Object and Accusative.

16. Explain the formation of the possessive case in English.

17. State the rules for forming the possessive case of Compound nouns.

18. How does the possessive case differ both in form and use from the old genitive?

19. Turn the following into the possessive form :—

The rays of the sun. The hat of John. The palace of the king. The psalms of David. For the sake of conscience. The plays of Shakespeare. The admirers of Homer. The breadth of a hair. The flight of the eagle. For the sake of goodness. The decree of the court.

20. Make four sentences each containing a *Nominative Absolute*.

21. Make four sentences with *Direct* and *Indirect* objects.

22. Make four sentences each containing a *Cognate object*.

CHAPTER III.

ADJECTIVE.

63. An **Adjective** is a word joined to a noun to limit its application : as, a *good* man.

64. It has two uses :—(i) **Attributive**, (ii) **Predicative**.

(i) Adjectives are said to be used attributively when they

are placed close to and before the noun which they qualify : as, 'a *good* man helped me.'

(ii) They are predicative when they express what is declared of some person or thing and come after the Verb ; as, 'the man is *good*'

65. Classification of Adjectives—Adjectives may be arranged in the following classes :—

I. Pronominal.

(a) Demonstrative—*this, that, the, yon, yonder, such*.

(b) Interrogative—*what, which*.

(c) Relative—*which, what*.

(d) Possessive—*my, mine, our, ours, your &c*.

II. Adjectives of Quantity

(a) Quantity in *mass* or *bulk*—*much, little, few, some, any*.
(These are *indefinite*).

(b) Quantity in *number* :—

1. Definite, (i) **Cardinal**—*one, two, three, &c*. (The words *hundred, thousand, million*, are nouns. They may be used in the plural).

(ii) **Ordinal**—*first, second, third, &c*.

(iii) **Multiplicative**—*twofold, double, threefold, triple, &c*.

2. Indefinite—*many, any, all, an* or *a, half, no* (not any), *some, certain, several, sundry, divers, both, enough, few, most, whole, other*.

3. Distributive—*each, every, either, neither, several, other*.

III. Adjectives of Quality—*broad, heavy, tall, wise, &c*.

IV. **Proper Adjectives** or adjectives derived from proper names—*English, French, Socratic*.

66. Adjectives have one inflexion, viz :—that for *Comparison*.

67. There are three degrees of comparison :—

I. Positive.

2. Comparative.

3. Superlative.

68. The **Positive** degree expresses the *simple* quality ; the **Comparative**, a *higher* or *lower* degree of the quality ; the **Superlative**, the *highest* or *lowest* degree ; as, *wise, wiser, wisest*.

Note.—The **Comparative** degree is used when **two** objects are compared ; the **Superlative**, when *more than two* objects or sets of objects are compared.

Degrees of Comparison.

69. The comparative is formed by adding *r* to the positive when the adjectives end in *e*, and *er* when they end in a consonant ; as, *wise, wiser ; great, greater*. The superlative is formed by adding *st* to the adjective that ends in a vowel, and *est* to the one that ends in a consonant ; as, *wisest, greatest*.

Adjectives ending in *y* preceded by a consonant change the *y* into *i* before *er* and *est* : *holy, holier, holiest*.

Monosyllabic adjectives ending in a consonant preceded by a short vowel double the final consonant in the comparative and superlative ; as, *sad, sadder, saddest*.

70. The following adjectives take *r* or *er* in the comparative and *st* or *est* in the superlative :—

- (1) All monosyllable adjectives : *hot, hotter, hottest*.
- (2) All dissyllable adjectives ending in *le*, as, *noble, nobler, noblest*.
- (3) All dissyllable adjectives having the accent on the last syllable, as *severe, severer, severest*.
- (4) All dissyllable adjectives ending in *y* ; as, *happy, happier, happiest*.

Adjectives of more than one syllable, excepting those included in (2), (3) and (4) above, are generally compared by adding *more* or *most* to the positive : as, *resolute, more resolute, most resolute*.

71. The following adjectives are irregularly compared, that is to say, they do not conform to the general rules stated above :—

<i>Positive.</i>	<i>Comparative</i>	<i>Superlative.</i>
Good	better	best
Bad	worse	worst
Much, many	more	most
Little	less	least
Old	older, elder	oldest, eldest
Far	farther	farthest
Fore	former	foremost, first
Forth	further	furthest, furthestmost
Late	later, latter	latest, last
Nigh, near	nigher, nearer	nearest, next
(In)	inner	inmost, innermost
(Out)	outer, utter	utmost, uttermost
(Up)	upper	upmost, uppermost

Notes on Irregular Comparisons.

Note 1.—**Much** (opposed to *little*) is applied to things weighed or measured. It is used with nouns in the singular number ; *much* milk.

Many (opposed to *few*) is applied to things numbered and is used with nouns in the plural number ; *many* men.

Note 2.—**Older** and **oldest** are used of both persons and things ; as, 'the *older* man' ; 'the *oldest* tree.'

Elder and **Eldest** are used of persons and chiefly with reference to members of the same family or company : as, 'the *elder* brother, an *elder* soldier.'

Remember that (1) **elder** is never followed by *than*. We must not say, 'He is *elder* than his brother' ; (2) the use of *elder* is restricted to persons ; we cannot say, 'This is the *elder* of the two horses' ; (3) *elder* can be used as a substantive ; 'Respect your *elders*.'

Note 3.—**Later** and **latest** refer to time : as, 'the *latest* discovery.'

Latter (opposed to *former*) and **last** refer to order in a series ; as, 'the *last* boy.'

Note 4.—**Farther** and **further** are used indiscriminately now, but their meanings were originally different ; *farther*, meant 'more distant, more far away' ; *further* 'more in front, more to the fore.'—WEST.

Note 5.—**Nearest** refers to order of distance, **next** to order of succession.

72. Adjectives not compared—The following adjectives do not admit of comparison :—

(a) Pronominal adjectives :—*this, that, his, etc.*

(b) Numeral adjectives excepting *many* and *few* ;—*one, two, both, etc.*

(c) Quantitative adjectives (excepting *much, little*) :—*enough, half, whole, etc.*

(d) Distributive adjectives :—*each, every, either, neither.*

(e) Adjectives derived from material nouns :—*earthen.*

(f) Adjectives denoting time :—*daily, weekly, yearly, etc.*

(g) Adjectives denoting definite shapes :—*round, square, circular, etc.*

(h) Adjectives derived from proper nouns :—*English, French, etc.*

(i) Adjectives denoting some *fixed* state or quality that cannot be increased or diminished: as, *living, dead, eternal, straight, true, infinite*, etc.

(j) Nouns used as adjectives:—‘a *gold* ring,’ ‘a *cavalry* charge.’

73. Latin Comparatives—Some Adjectives of Latin origin ending in *ior* are followed by *to* instead of *than*. These are *superior, inferior, anterior, prior, junior, senior, &c.*

74. Comparative and Superlative of Eminence—Sometimes the comparative or the superlative is used to denote intensity or eminence without an express comparison. This is called the **comparative or superlative of eminence**. Thus a *most* (very) excellent man.’

Note.—In expressing mere *intensity* or *eminence*, the adverbs ‘more’ and ‘most’ are used instead of ‘very.’ ‘His argument was *most* convincing,’ (*i.e.*,) convincing in a high degree or very convincing. Here the superlative is used without any express comparison.

75. Adjectives used as nouns :—

(1) Adjectives with *the* before them denote a class of persons; as, *the* rich (rich men), *the* wise (wise men), *the* poor (poor men).

(2) Abstract notions are sometimes expressed by adjectives with *the* before them; as, *the* beautiful=beauty, *the* good=goodness, *the* true=truth.

(3) In certain phrases, adjectives are used as nouns, as, in *future*; in *general*.

(4) Quantitative adjectives are often used as nouns, as, I have lost my *all*; *few* shall part where many meet.

(5) Some adjectives have become nouns so completely that they take the ordinary plural suffix; as, *seniors, elders, blacks, whites*.

The Numerals.

76. Numeral adjectives are of three kinds; **definite, indefinite and distributive**.

Definite Numeral Adjectives.

(1) **Cardinal** numerals are those that denote the exact number of things; as, *one, two, three*, etc.

(2) **Ordinal** numerals denote what place an object occupies in a series ; as, *first, second, third*, etc.

(3) **Multiplicatives** are expressed (1) by Saxon words formed by the suffix-*fold* ; *two-fold, three-fold, four-fold*, and (2) by Latin words ; as, *sim-ple, dou-ble, tri-ple, quadru-ple*, the suffix-*ble* or *-ple* meaning the same as *fold*.—ADAMS.

The **Indefinite Numeral Adjectives** are *many, any, a, or an, some, all, certain, several, few, most*, (the largest number), *whole*.

Many, although plural in meaning, may be joined with a singular noun preceded by *a*, as, '*many a flower*.'

Some denotes one individual not particularised or an uncertain portion of an entire class or number, as, *some fool ; some apples*. In such expressions, '*some twenty boys*'—*some* expresses an approximate number. *Certain* is a small select number. In the singular it means a particular and known individual. *Several* is used to mean a small number without reference to distribution ; as, *several men*.

77. Distributive Numerals are *each, every, either, neither, several, other*.

Note.—*Each* refers to individuals viewed singly and separately. It refers to two or more objects.

Every (*Ever-each*) means each individual of a whole collection separately stated or considered. It is used in reference to more than two.

In such expressions as, '*Every three hours*,' '*three hours*' is considered as one continuous period of time.

Either—(one of two things, this or that, not both.)

Neither—not the one and also the other of the two.

Several—refers to an indefinite number and is joined to a plural noun :—'*they came from their several districts*.'

Position of the Adjective.

78. An adjective used attributively is generally placed before its noun ; as, a *good* man.

But it is commonly placed after its noun in the following cases :—

(1) In certain titles of French origin :—

The heir *apparent*.

The poet *laureate*.

The prince *regent*.

The princess *royal*.

(2) When several adjectives qualify one noun :—

‘A man *just, wise and charitable.*’

(3) When some qualifying words or phrases are dependent on the adjective :—

‘Knowledge *requisite* for a statesman.’

‘A student *anxious* to win the prize.’

(4) When the meaning of an adjective is modified by an adverb :—

‘A man *conscientiously exact.*’

‘A mind *truly noble.*’

(5) When number or dimension is specified :—

‘A wall ten feet *high.*’ ‘An army thirty thousand *strong.*’

(6) Some adjectives, such as *afloat, afraid, alike, alive, ashamed, asleep, awake* are never found before the nouns they qualify, as, ‘the man is *asleep.*’

(7) Sometimes for the sake of emphasis or distinction :—

‘Goodness *infinite.*’

‘Things *temporal.*’

‘Alexander the *Great.*’

‘Charles the *Bold.*’

The Articles

The Adjectives *a* or *an*, and *the* are called *articles*.

79. **A** or **An** is a weakened form of the numeral ‘one’ and has a meaning of its own, different from that of the numeral. It is called the **Indefinite Article**, because, while denoting *one* individual and no more, it means no one in particular.

Note.—The difference between the *Indefinite Article*, and the numeral *one* is very important. *One* lays stress on the *number* and *a* or *an* on the *class* or *species* : Thus, ‘Give me *a* pen’ means ‘give me an object of the species ‘pen’ ; ‘give me *one* pen’ lays emphasis upon *one*, and implies that one is asked for, and not two or three.

Uses of ‘a’ and ‘an.’

80. **A** is used—

(1) Before a consonant ; *a* bird, *a* tree.

(2) Before words beginning with *h* sounded, as, *a* horse, *a* hero.

(3) Before any word beginning with a *u* sound ; as, *a* unit, *a* European.

An in used—

- (1) Before a vowel ; as, *an* arm, *an* eagle.
- (2) Before a silent *h* ; as, *an* hour, *an* honest man.
- (3) Before *h* sounded when the accent falls on the second syllable, as, *an* historical parallel.

The Indefinite Article is used—

- (1) Before singular nouns ; as, *a* man, *an* eagle ;
- (2) Before an adjective qualifying a singular noun ; as, *a* bold man ;
- (3) Between an adjective and a singular noun, when the adjective is preceded by *too*, *so*, *how*, *as* ; as, *too* proud *a* man, *so* clever *a* boy, *how* large *a* building, *as* beautiful *a* flower :
- (4) Between the adjective *many*, *what*, or *such* and a singular noun ; as, *many a* flower, *what a* piece of work, *such a* man ;
- (5) Before *great many* and *good deal* ; as, *a great many* men ; *a good deal* of trouble.
- (6) Before the first of two or more nouns denoting one individual ; as, '*a* patriot and martyr' meaning one person. If the nouns are taken separately, the article is inserted before each ; as, '*a* patriot and *a* martyr' meaning two persons ;
- (7) Before the name of a well-known person to indicate one of similar character ; as 'he is *a* Cicero,' meaning a great orator ;
- (8) Before collective words ; as, *a* dozen hens ; *a* flock :
- (9) With nouns to form distributives ; as, 'six pence *a* dozen' :
- (10) Before *few* and *little* to mean *some* ; as, '*a few* men' :
- (11) Before comparatives followed by *than* ; as, 'Valmiki is a better poet than Homer' :
- (12) Before some nouns denoting duration of time ; as, 'He stayed *a* whole hour.'

A is used with numeral adjectives to give a collective meaning to the expression ; as, *a* hundred books, &c.

Note.—(*a*) Collective nouns denoting a *unity of idea* take the *indefinite article* ; as, the English are *a* prosperous *nation*.

Uses of 'the'

The is a weakened form of the demonstrative pronoun *that*. It is called the **Definite Article**, because it is used to point out a particular thing from a collection. It is used before nouns in both numbers ; as, *the* boy is diligent ; *the* boys are diligent.

81. The is used—

(1) With singular nouns to indicate a species or class ; as, *the* horse, *the* eagle :

(2) With national names to denote the people collectively ; as, *the* Hindus ; *the* English :

(3) Before the names of (*a*) rivers, (*b*) gulfs, (*c*) seas, (*d*) oceans, (*e*) mountain ranges, (*f*) groups of islands, (*g*) descriptive names of countries, (*h*) compound geographical names ; as, *the* Ganges, *the* Persian Gulf, *the* Red Sea, *the* Indian Ocean, *the* Himalayas, *the* Maldives, *the* Deccan, *the* Punjab, and *the* Cape of Good Hope.

(4) Before the names of noted public buildings and offices ; as, *the* Writers' Buildings, *the* High Court, *the* Senate House :

(5) Before the names of ships ; as, *the* Mangala, *the* Galatea :

(6) Before the names of newspapers ; as, *the* Statesman, *the* Hindu Patriot :

(7) Before the titles of books ; as, *the* Spectator :

(8) Before the names of sacred writings ; as, *the* Bible, *the* Koran, *the* Vedas :

(9) Before dates ; as, *the* 20th March :

(10) Before adjectives to denote a class ; as, *the* rich :

(11) Before adjectives to form an abstract noun ; as, *the* Beautiful ;

(12) Before titles of office and rank used as common nouns ; as, *the* Duke of Wellington ;

(13) Before proper nouns qualified by an adjective ; as, *the* Judicious Hooker ; Henry *the* Second :

(14) With a proper noun to indicate a noted character ; as, Kalidasa was *the* Shakespeare of India :

(15) Before singular nouns followed by a descriptive clause or phrase ; as, '*the* house that Jack built' :

(16) With a noun to denote a calling or profession : as, *the* bar, *the* army, *the* navy :

(17) With the force of a possessive pronoun ; as, he got a pain in *the* leg = his leg :

(18) After the adjectives *all* and *both* ; as, all *the* countries ; both *the* boys :

(19) As an adverb with comparative adjectives and adverbs to express degree ; as, '*The* more I know of him, *the* more I like him.' This is called the **Instrumental 'the.'**

(20) After comparatives and superlatives followed by 'of' ; as, he is the stronger of *the* two ; she is the most industrious of *the* girls :

(21) Before names of prominent single objects ; as, *the* earth, *the* sun.

(22) Before nouns denoting celebrated historical events ; as, *the* Norman Conquest, *the* Magna Charta.

(23) Before abstract nouns followed by a descriptive clause ; as, *the* frugality of the Dutch is remarkable.

(24) When several adjectives qualify a noun, the definite article is used before the first ; as, '*the* brightest, wisest, and meanest of mankind'—POPE. But when emphasis is intended, the article is repeated before each.

(25) When several nouns denote the functions of one individual, the article is placed only before the first ; thus, '*the* secretary and treasurer' denotes one individual. But when separate individuals are meant, the article is repeated before each ; as, '*the* secretary and *the* treasurer.' This expression denotes two persons.

Omission of the Article.

82. No article is used—

(1) Before proper nouns, material nouns, and abstract nouns ; as, Ram, gold, wisdom :

(2) Before the names of sciences and arts ; as, Logic is the science of reasoning ; Politics is the art of government :

(3) Before the names of (*a*) continents ; (*b*) countries, and provinces ; (*c*) single islands ; (*d*) single mountains ; (*e*) capes ; (*f*) towns ; as, Asia, India, Bengal, Ceylon, Etna, Cape Comorin, Calcutta :

(4) Before the names of days, months, seasons, festivals, and years ; as, Monday, January, Autumn, Christmas, in 1898 :

(5) Before the names of streets ; as, Cornwallis Street :

(6) Before the names of languages ; as, English, French, Greek, Latin :

(7) Before the names of diseases ; as, fever, headache :

(8) Before the names of books when the authors' names are mentioned ; as, Homer's *Iliad* :

(9) Before a title or official designation when followed by the name ; as, Queen Victoria :

(10) Before nouns of multitude used in a general sense ; as, the proper study of *mankind* is man.

(11) Before nouns preceded by a possessive ; as, my friend's house :

(12) After 'or' followed by an alternative name for the same thing ; as, 'Akbar abolished the Jiziah or *Hindu* poll-tax.'—MACMILLAN.

Note.—In phrases consisting of a Preposition followed by its object the article is omitted before the Common noun, when such phrases are intended to be used for all persons and on all occasions alike.—NESFIELD.

‘Some came *by land*, and some *by water*.’
‘They were armed from *head to foot*.’

EXERCISE. II.

1. What are *attributive* and *predicative* adjectives ?
2. What adjectives are compared, and what are not ?
3. Compare the adjectives—*sorry, good, sly, soft, hot, bold, weak, happy, nice, terrible, and famous*.
4. Give examples of irregular comparison of adjectives.
5. Distinguish between *that* and *the*, and also between *an* or *a* and *one*.

6. Explain the force of *the* in the following :—

- (a) *The* book that I gave you. (b) I struck him on *the* head.
(c) *The* rich and *the* poor. (d) *The* Punjab. (e) He is *the* poet of Bengal. (f) ‘*The* more, the merrier.’

7. Explain the difference between the following sentences :—

I saw a cow in a field. I saw the cow in a field. I saw a cow in the field. I saw the cow in the field.

8. Give ten examples of the omission of the article.

9. Into what three classes are *Numeral* Adjectives divided ?

10. Add suitable *adjectives* (one or more) to the following nouns :—

Boys, goats, water, dogs, wall, paper, ink, cats, ocean, wind.

II. Place suitable *nouns* after the following adjectives : *bright, red, gentle, clever, clear, poor, young, tall, black, mortal.*

12. Make sentences showing the difference in meaning between *many* and *much*, *later* and *latter*, *older* and *elder*, *farther* and *further*.

13. Make six sentences in which the comparative is followed by *to*.

14. Point out the adjectives in the comparative degree in the following sentences and place on either side of them the nouns compared :—

Syam is taller than Ram. St. Paul's is larger than Westminster Abbey.

The East is colder than the West. The road to Barrackpore is longer than the road to Bali.

15. Form adjectives from the following words :—*Hero, habit, labour, irony, cloud, horizon, punish.*

16. (a) Some adjectives are used as Noun, (b) Some nouns are used as Adjectives.

Construct three sentences to illustrate each statement.

17. Form sentences using the following adjectives (1) attributively, (2) predicatively :—*happy, tired, complete, ill, prosperous, able.*

CHAPTER IV.

PRONOUNS.

83. A **Pronoun** is a word used instead of a noun.

Note.—When a pronoun stands alone as the subject or object of a verb, it is said to be used *substantively* ; as, *He* came ; Ram struck *him*.

When it modifies a noun it is said to be used *Adjectively* ; as *my* horse is black—*Advanced Grammar.*

84. **Classes of Pronouns** :—There are six kinds of **Pronouns** :—

- I. **Personal**—*I, thou, we, ye, or you* with their case forms *me, thee, &c.*
- II. **Demonstrative**—*He, she, it, this, that* with their plurals *they, these, those* ; *such, one, none*, and the **Indefinite Demonstratives**, *one, they*,
- III. **Reflexive**—*Myself, himself, etc.*
- IV. **Relative**—*Who, which, that, what* and the compounds *whoever, whosoever, etc.*
- V. **Interrogative**—*Who, which, and what.*
- VI. **Indefinite**—*None, any, all, some, etc.*

Personal Pronouns.

85. **Personal Pronouns** are words used to denote the person who speaks (called the *first* person), and the person addressed (called the *second* person) They have no distinction of gender, being either *Masculine* or *Feminine* according to the sex of the speaker or the person spoken to.

I and **We** are pronouns of the first person.

Thou, ye, and you are pronouns of the second person.

'I' stands for the speaker alone, as, '*I* shall go there'

'We' stands for the speaker and others associated with him. Persons in high authority in issuing their commands sometimes use 'We' instead of 'I'. In newspapers and magazines the writer uses 'We' instead of 'I'. This is called *the editorial 'we'*.—BAIN.

'Thou' in Shakespeare's time was frequently used to express familiarity or contempt. It was commonly used in addressing inferiors. In Modern English it is used in poetry and prayer; as, "O God, *Thou* art the father of the Universe!" &c. It is also used by the Quakers in ordinary speech.

You—The pronoun of the second person for one or more persons, is used in ordinary conversation and writing.

'Ye' is now used chiefly in poetry and in the nominative case.

86. Possessive forms—The forms *my, our, thy* and *your* are used exclusively in *attributive* construction, *i.e.*, before the nouns; as, '*my* book.' The forms, *mine, ours, thine* and *yours* are used in *predicative* combination, that is when the possessive is separated from its noun by a verb coming between; as, 'this book is *mine*.' They are never followed by a noun. In Old English, the forms *mine* and *thine* were used before words beginning with a vowel or silent *h*, as, '*mine* uncle,' '*thine* eyes.'

Demonstrative Pronouns.

87. The Demonstrative Pronouns of the third person are *he, she, it* with their plural *they*. They have distinction of gender, which the personal pronouns have not.—MORRIS.

He—Is the pronoun of the masculine gender. It is used in reference to the higher animals and to personified objects.

She—Is the pronoun of the feminine gender. It is used in reference to (*a*) persons, (*b*) animals and (*c*) personified objects.

It—(A.S. *hit* —Is the pronoun of the neuter gender. It refers to things without life and to beings that have no sex.

The pronoun *it* is used when we overlook the sex of the object spoken of; as, '*It* is a mere child; what should *it* know of death.'

MODES OF REFERENCE OF 'IT.'

I. The Backward or Restrospective reference. It refers backward to a *noun*, an *infinitive* or a *clause*: as, 'I went

to the *river* ; *it* was swollen.' *To take a walk in the morning* is good ; '*it* is a healthy exercise ;' '*The day will be fine* ; no one doubts *it*.'

2. **The Forward or Anticipating reference.** It refers to a *noun*, an *infinitive* or a *clause* after it : as, '*it* is a *book* that teaches us to reason properly' ; '*it* is healthy *to walk* ;' '*it* is known *that he will come here*.'

3. **The Indefinite reference.** It sometimes refers to nothing in particular and the meaning has to be understood from the context ; as *it* rains, *it* hails, *it* snows.

4. **It** is used to relate to an unexpressed object : as 'I cannot help *it* (*i.e.*, the matter in hand).

5. **It** is sometimes used as a sort of cognate object to certain verbs ; as, to fight *it* out.

They—Is the plural of *he*, *she*, *it* ; it is applied to persons and things.

One is used for a singular noun ; *ones* for a plural ; as, 'you have many plums ; let me have the smallest *one*.' 'I have two black coats and three white *ones*.'

Note—*One* and *they* are sometimes used in an indefinite sense (*i.e.*) without reference to any express antecedent ; as, '*they* say there will be no famine this year.' '*One* can hardly believe it.' In this use *one* should be followed by *one* ; as, *One* should mind one's lessons. It is wrong to say 'one should mind *his* lessons.'

None, originally singular, is now used in both numbers, as, *None* have seen him depart.

88. The simple possessive forms *her*, *their* are used in attributive combination. The double possessive forms *hers*, *theirs* are used in predicative combination.

The Demonstrative Pronouns that are used as adjectives are *this*, *that*, *such*, *same*, *yon*, *yonder*.

Note.—When these words point out some nouns expressed or understood, they are **Adjectives** ; but when they are substitutes for some nouns, they are **Pronouns**.

89. (i) When **this** and **that** are equivalent to *the one* and *the other*, **this** refers to the latter of two things mentioned, and **that** to the former :—

Virtue and vice offer themselves for your choice : *this* leads to misery, *that* to happiness.

(ii) **This** and **that** often refer to the whole of a preceding sentence :—

‘To be or not to be—*that* is the question,’

Note.—‘This’ like ‘it’ refers backward (1) to a single term (2) to an infinitive phrase and (3) to a noun clause ; as, ‘The king took no care of his *dignity*. He knew that *this* was in danger.’ ‘He was trying to *prevail upon him*. But *this* was no easy task,’ ‘He said *that he had no voice in the matter*. *This* was wrong in him.’

Such meaning ‘like this’ and having a reference to quality or quantity in sometimes a demonstrative. ‘*Such* toil in *such* an atmosphere was too much for them.’

So, usually an adverb, is sometimes used as a Demonstrative Pronoun :—

I told him *so* (= *that*)

I drink a pint or *so* (*i.e.* about *that quantity*.)

We think our fathers fools, so wise we grow ;

Our wiser sons no doubt will think us *so*.—POPE.

Same is frequently a Demonstrative. It is used both as an adjective and a substantive pronoun and is usually preceded by *the*.

‘This is the *same* book that I lost yesterday.’

Yon with its comparative **yonder** (=that in the distance) is used chiefly as a Demonstrative Adjective :—

Near *yonder* copse where once the garden smiled—*Goldsmith*.

Reflexive Pronouns.

90. Reflexive Pronouns are used to denote the *turning* of the action upon the doer. They are formed by adding *self* to the possessive case of the Personal Pronouns and to the objective case of the Demonstratives ; as, ‘I laid *myself*’ ‘know *thyself*,’ ‘he hurt *himself*.’ They are used—

(a) To show that the person or thing has done something to or for himself, herself or itself ; as, he killed *himself*.’

(b) For the sake of emphasis, as, I *myself* did it.’

In this sense, the possessive is sometimes followed by the adjective *own*. ‘She concealed it with *her own* hand ;’ ‘you have ruined *your own* prospects.’

Relative Pronouns.

91. A **Relative Pronoun** is a word which refers to some noun or pronoun previously mentioned, which is called its *antecedent*.

It is often used to contract *clauses* ; it is then equivalent in meaning to a conjunction and a noun.

The Relative Pronouns are *who*, *which*, *that*, and *what*. They agree with their antecedents in gender and number, but not necessarily in case.

USES OF THE RELATIVE PRONOUNS.

The Relative Pronoun is used :—

1. To limit and define the meaning of the antecedent. This is called the *restrictive* use of the Relative ; as, 'the book *which* I lent him' Here, *which* points out a particular book.

2. To introduce some additional statement about the antecedent. This is called the *co-ordinate* or *conjunctive* use of the Relative ; as, 'At school I studied geometry, *which* (*and it*) I found useful afterwards.'

who, (obj). **whom**, poss. (**whose**), **Which** and **That**.

92. **Who** is applied to *persons* only. Its antecedent is sometimes omitted : as, "*Who* steals my purse, steals trash."

Who is used :—

1. To connect two co-ordinate clauses. when it is equivalent to a conjunction and a pronoun : as, "I met the boy, *who* (= *and he*) told me that there had been a row."

2. To define and explain the antecedent.—This is called the restrictive use of the relative : 'This is the man *who* spoke to us yesterday.'

Who is sometimes used to imply (a) a *cause* : as, 'Ram, *who* (= *because he*) had committed murder, was sentenced to be hanged'; (b) a *purpose* ; as 'Stout Romans, *who* (*that they*) could fight for the country, were recruited from different parts of the empire.' These relative clauses have an adverbial character.

Which is applied to infants, irrational animals, and things without life, and to collective nouns, when the idea of personality is not prominent : as, 'the faction *which* opposed Gladstone's bill,' &c.

That is used for *who* and *which*, and is applied both to persons and things.

Distinction between the uses of *that* and *which*—

Which though formerly applicable to both genders, is now applied to things only, and not to persons though to both numbers ; while **that** refers to the singular or plural antecedents of all genders. *Which* is called the *Co-ordinating Relative* ; *that*, the *Restrictive Relative*. *Which* properly introduces a clause that is independent, and is added rather with the view of affording additional information, than for the purpose of limiting or defining. Thus, in the sentence "At College I studied logic, which I found useful afterwards"—COX.

N.B.—The relative pronoun in the objective case is often omitted ; as, 'This is the boy I saw.'

Uses of *that*, *who* and *which*.

(1) As stated above, *that* is applied to persons and things. *who* is used of persons, and *which* of things.

(2) *That* cannot follow a preposition ; if *that* is a relative, the preposition is placed at the end of the sentence. Thus, 'The man *in whom* I trusted' becomes 'The man *that* I trusted in.'

(3) *That* has a restrictive force which renders it sometimes unsuitable as the substitute for *who* or *which*. I can say 'My sister *that* is abroad is ill,' because I may have several sisters, and the clause introduced by *that* limits the application of the noun to one of the number. But I cannot say 'My mother *that* is abroad is ill,' because the restrictive *that* would suggest that I have more mothers than one, which is absurd. I must say 'My mother, *who* is abroad' which signifies 'My mother, and she is abroad,' the word *who* having a co-ordinating force in uniting two co-ordinate statements, 'My mother is ill.' 'My mother is abroad.'—WEST.

93. **That** is used—

1. As a **Demonstrative Pronoun**, when it refers to a noun expressed or understood ; as, "*That* will do "

2. As a **Relative Pronoun**—

(a) When it can be turned into *who* or *which* : as, "They *that* sow in tears shall reap in joy."

(b) After an **adjective** in the superlative degree : as, "He was the first *that* came."

(c) After the **Interrogative Pronoun**, *who* : as, "Who *that* has common sense can think so ?"

(d) After the words, *all, same, any, none, nothing* : as, 'All is not gold *that* glitters.' 'This is the same person *that* I met before.'

3. As a **Conjunction**, when it cannot be turned into *who* or *which* : as, "He is studious *that* he may become learned."

What is a compound relative, including both the antecedent and the relative, and is equivalent to *that which*, or *those which*.

Substitutes for Proper Relatives.

As is used as a relative when it is preceded by *such, as, or the same* ; as, "His skill is *such as* I admire." "Do *as much work as* you can." "This is not the same pencil *as* his."

When the principal clause has a negative force,

But is used as a Relative, when it means *that not*, as :—

There was no one *but* shook with fear, (that did not shake.)

"There is no voice, so simple, *but* assumes

"Some mark of virtue in its outward part."—*Merchant of Venice*.

But does not stand for a relative in the objective case ; it is wrong to say, 'there was no book there *but* I read' for 'there was no book there *that* I did not read.'

When and **where** are relatives when the antecedents are nouns of *time* and *place* respectively. So are **whence** (from which), **whither** (to which) and **why** (on account of which). When so used they are called **Adverbial Relatives**.

Interrogative Pronouns.

94. The **Interrogative Pronouns** are *who, which* and *what*. They undergo the same inflexions as their corresponding relatives.

Who is applied to persons indefinitely :—*Who* goes there ?

Which is applied to persons and things. Its force is *selective* :—' *Which* is the best way ?' It is used both as a substantive as well as an adjective.

What is applied to things and is indefinite. It is used both as a substantive and as an adjective.

Who is he ? enquires of a person's name and parentage.

Which is he ? enquires of a particular person from among a group.

What is he ?—enquires about a person's profession.

The forms *whoever, whoso, whosoever, whichever*, &c., are used for emphasis.

Indefinite Pronouns.

95. The **indefinite Pronouns** are *one, none, any, all, some, aught, naught, few, many, several, certain, other, another.*

Note.—These are considered as *adjectives* when followed by nouns, and as *pronouns*, when not so followed.

Reciprocal Pronouns.

96. **Each other** and **one another** are called **Reciprocal Pronouns**, because they denote that two agents act reciprocally or mutually, *i.e.*, one agent acts upon another, and this again acts on the first : as, ‘John and James love *each other*’, *i.e.*, John loves James and James loves John in return—SHEPARD.

Each other refers to two persons or things ; and *one another* to more than two.

In the phrases ‘they love each other’, and ‘they killed one another’, **each** and **one** are in apposition with **they**, while **other** and **another** are in the objective case.

EXERCISE. III.

1. Name the different kinds of pronouns, giving three examples of each.
2. When are Pronouns used *Substantively*, when *Adjectively* ?
3. Give the uses of *thou*.
4. State the several modes of reference of “it.”
5. Make four sentences each containing a Reflexive Pronoun.
6. When are *this* and *that* Adjectives, when Pronouns ?
7. State the uses of *that*, *who* and *which*.
8. Make six sentences, in three of which *who* is used as a relative and in three as an interrogative pronoun.
9. When is *but* used as a Relative ? Give three examples.
10. How does *each other* differ in its use from *one another* ?
11. Distinguish between *each* and *every*.
12. Point out any difference of meaning in the following :—
“Who is he ?” “Which is he ?” “What is he ?”
13. Make sentences each containing one of the words, *one, none*.

CHAPTER V.

VERBS.

97. A **Verb** is a word which states something about a person or thing ; Ram *stands*, I *write*, They *see*.

98. Verbs are mainly classified into :—

1. **Transitive Verbs**—This class includes *Reflexive* and *Reciprocal* verbs.

2. **Intransitive Verbs**—come, stand, walk, speak, &c.

99. A verb is **Transitive**, when the action of the verb is directed towards some specified object ; as, the boy *strikes* the table.

Note.—The source of the action is called the **subject** of the verb ; as, the word *boy* in the above example. The person or thing towards which the action of the verb is directed is called the **object** of the verb ; as *table* in the example.

A verb is **Intransitive**, when the action affects the agent only ; as, the boy *runs*.

Note—Many verbs are used sometimes as transitive verbs sometimes as intransitive with a difference of meaning ; as, “He *ran* away,” “He *ran* a thorn into his finger.” “The child *speaks* already” *i.e.* ‘utters articulate sounds.’ “He *speaks* several languages,” *i.e.* ‘employs the languages to express his thoughts.’ A transitive verb is used **reflexively** when the action which it denotes is done by the doer to himself, and the verb is consequently followed by a reflexive pronoun. This pronoun, however, is often omitted ; as “The sea breaks (itself) on the rocks ;” “The earth moves (itself)” ; “The clouds spread (themselves) over the sky ;” “The boats drew (themselves) clear of one another ;” “The needle turns (itself) towards the pole.” Verbs thus used must not be confounded with intransitive verbs.—MASON.

100 In Old English, intransitive verbs were often followed by a pronoun used reflexively ; as, “Hie *thee* home :” “Fare *thee* well ;” “Sit *thee* down” This reflexive object is called the **Reflexive Dative**. “Fare *thee* well” is equivalent to ‘fare well for thyself.’

(1) **Causative Verbs** are a class of transitive verbs formed from intransitive verbs : as, *set* (cause to sit), *stay*, *raise*, *fell*, *lay*, &c.

(2) **Reciprocal Verbs**—are transitive verbs used to

express mutual action and re-action of subject and object ; as, 'they help each other.'

101. Besides these two main classes, there are three other kinds of verbs to be considered :—

(1) **Incomplete Verbs**.—Some verbs such as *be, become, grow, seem, appear, make, call, think, deem, look* and *smell* do not convey a complete idea, but require some word or words to complete the predicate. These verbs are called **Incomplete Verbs** ; as, 'He *became* king.'

(2) **Impersonal Verbs** are those that are used only in the third person singular ; as, it *rains*, it *snows*.

Note—Most of these verbs denote the state of the weather.

(3) **Auxiliary Verbs** are those that help some independent verbs in making their different forms. These are *be, have, shall, will, may, can* and *do*.

Inflexions of Verbs.

Verbs are inflected for **Voice, Mood, Tense, Number** and **Person**.

(i) Voice.

102. **Voice** is that form of the verb which shows whether the subject of the sentence **acts** or is **acted upon**.

There are two voices **Active** and **Passive**.

A verb is in the **Active voice** when the subject **acts** : as, 'Rama *loves* Syam'.

A verb is in the **passive voice** when the subject is **acted upon** ; as 'Syam *is loved* by Rama.'

Note—Every transitive verb may be used in the passive voice. It is formed by the perfect participle of the verb combined with some forms of the verb **be**.

Active.

I saw him.

He offered me the post.

or, The post was offered me by him.

Passive.

He was seen by me.

I was offered the post by him.

Note.—Some intransitive verbs, by means of a preposition become transitive, and may be used passively : the man *laughed at* the boy," "the boy was *laughed at* by the man."—MORRIS.

Transitive verbs are sometimes used with a sort of passive signification ; as, "The meat cuts tough," *i.e.*, "is tough when it is cut ;" "The cakes eat short and crisp" *i.e.*, are short and crisp when they are eaten.—MASON.

103. Many intransitive verbs take a cognate noun after them ; as, he fought a hard *fight*.

(ii) Mood.

104 **Mood** is the variation in the form of a verb expressing the *mode* or manner of the action denoted by the verb. There are four moods :—

Indicative, Subjunctive, Imperative and Infinitive.
Uses of the Indicative Mood.

105. Indicative Mood is used :—

(a) to assert or state **facts** ; 'The sun *rises* in the east.

(b) to ask **questions** : 'Is he hungry ?'

(c) to express **suppositions** in which the **conditions** are assumed to be true : "If it *is* fine to-morrow, (the condition may be fulfilled or not, but, assuming it to be a fact) we will go out for a walk.'

Uses of the Subjunctive Mood.

106. Subjunctive Mood is used to express—

(a) a **wish** often introduced by *would that* or *O that* ; as, 'Would that he *were* here.' 'O that I *were* free.

Note.—This use of the Subjunctive Mood expressing a *wish* (when not preceded by *if*, *though*, &c.,) is known as the **Optative** use of the Subjunctive ; as, 'Long live the Queen !' (*i.e.*) May the Queen live long ! "Thy Kingdom *come*!"

(b) a **purpose** introduced by *that* or *lest*, as, 'See that the letter *be* written.' 'Work hard *lest* thou fail' (*i.e.*, with the *purpose* that thou fail not.)

Note.—*May* and *might* are used after *that*, and *should* after *lest*.

(c) a **condition** : 'Unless he *behave* better, he will be punished.'

(d) a **supposition** contrary to the fact : 'If he *were* here, I would not fear him' implies that he is not here.

On the Indicative and Subjunctive Moods.

The **Indicative Mood** expresses an action or event not as *possible*, but as *actual*.

The **Subjunctive Mood** expresses an action not *actual*, but as *possible*. It implies that the speaker either disbelieves the statement made, or is uncertain about its being true or false, or is uncertain about the possibility of its happening or otherwise.

A verb in the Subjunctive Mood is generally preceded by one of the conjunction *if, that, though, lest, except, unless, until, &c.*

There is a tendency now to do away with the Subjunctive Mood, and to use the Indicative on all occasions. Hence in conditional clauses of uncertainty the indicative form of a verb is used instead of the subjunctive ; as, 'If he *comes* here.'

When in a conditional clause it is intended to express doubt or denial, use the subjunctive.—DR. ANGUS.

Uses of the Imperative Mood.

107. The **Imperative Mood** is used to express—

(a) a **command** : '*Leave* the room.'

(b) an **entreaty** : '*Have* mercy on the poor.'

(c) an **advice** or **exhortation** : *Attend* to your business.

Note.—The Imperative mood can strictly be used only in the second person singular and plural, since the person commanded must be the person spoken to. Such expressions, as, '*Go we* forth together,' or '*Let us go* forth together,' in which we utter a wish or exhortation respecting the first person, are not instances of the Imperative mood ; they are substitutes for it. *Go we* is subjunctive : *let us go* is a circumlocution, or roundabout form of expression, which contains an imperative of *let* in the second person and an infinitive *go* : expanded it becomes *you let* or *allow* (imperative) *us* (object) *go* or *to go* (infinitive).—WEST.

The Imperative mood is sometimes used to express a **condition** or **supposition** ; as, '*Prove* (=if *you* prove) that, and I will submit.'

The Imperative mood is sometimes used **absolutely**, (*i.e.*) without any grammatical connection with any word of the sentence ; as, 'many men', *say* a hundred, were killed in the battle.'

In such instances, *say* may be considered as equivalent for 'let us say.'

108. Finite and Infinite forms of the Verb—A verb is said to be **Finite** when its meaning is limited as regards *number*, *person*, and *time* : Thus in 'I ran,' the action expressed by the verb is limited as to *number* ; it is *one* person who ran. It is limited to one *person* : it is *I*, not *you*, nor *he* ran. It is also limited as regards the *time* when the running took place ; the running is not occurring now, nor is it going to occur in the future ; it occurred in the past—WEST.

The verb **Infinite** is not limited by *time*, *person*, or *number* as, 'to sing.'

Properly speaking, the infinitive is not a mood but a verbal noun, for it can be used as the subject or object of a verb.

The Infinitive Mood.

Note.—In O. E. the sign of the infinitive was the suffix *an*. After about the eleventh century, this was represented by *en* and *e* (pronounced as a separate syllable). When the *e* became silent, the *to* was the only sign of the infinitive. In O. E. the dative of the infinitive was governed by the preposition *to* and ended in *e*. The fact of the use of the *to* before this dative or gerundial infinitive led, when inflections began to drop off, to its adoption as the general sign of all infinitives.—BARTLETT.

"To" Omitted—*To*, the sign of the infinitive, is often omitted—

(a) after the auxiliary verbs *may*, *can*, *do*, *shall*, *will*, *must* ;

(b) after the verbs *bid*, *dare*, (defective), *have* (not auxiliary), *let*, *make* (=cause), *need not*, *please* :

(c) after many verbs denoting the operation of the senses, as, *behold*, *observe*, *mark*, *see*, *watch*, *hear*, *feel*, *perceive* :

Exceptions.—*Dare* when it means to *challenge*, *have* meaning *obligation*, and *feel* implying to be conscious of being, often take *to* after them.

Note—But after several of these verbs in the passive voice *to* is used ; 'He was seen *to* leave the room.'

(d) after *had better*, *had rather*, *had sooner* and similar expressions :

(e) after *but* meaning 'except' and preceded by a negative and after *except* and *than* :

Examples of—(a) You, may, can, shall, will, or must *go*. He did not *go*.

(b) Bid me *tear* the bond=*Shakespeare*. I dare not *go*. We often had the traveller or stranger *visit* us and *taste* our gooseberry wine, &c.—*Goldsmith*. Let him *go* there. He made me *laugh*. You need not *go*. Please *do* this for me.

(c) 'I hear thee *speak* of a better land.'—*Hemans*.

He saw the man *go* down the lane.

(d) He had better *make* another attempt.

I had rather not *tell* you.

Note.—*Had* is here subjunctive, meaning 'would have.' The sentence—'He had better make another attempt', would be in full—He would have (*i.e.*, find) it better to make another attempt.

(e) I cannot but *admire* his courage.

Better *dwell* in the midst of alarms.

Than *reign* in this horrible place.—*Cowper*.

Note.—*Admire* in (c) is infinitive governed by the preposition *but*.

Uses of the Infinitive Mood.

109. There are two kinds of Infinitives—

(1) The **Simple** or **Noun-Infinitive**.

(2) The **Gerundial Infinitive** or **Infinitive of Purpose**.

Uses of the Infinitive Mood.

110. The **Simple Infinitive** is used—

(1) As the **subject** of a verb.

'*To err* is human ; *to forgive*, divine'.

(2) As the **object** of a transitive verb.

'He loves *to walk*.'

Note—(1) The infinitive is used as the **direct object** after verbs of *allowing*, *asking*, *commanding* and *teaching* : as, 'I asked him *to leave the room*.' 'I ordered him *to go*,' 'I taught him *to swim*.'

(2) It is also used as the **retained object** after a passive verb : as, 'He was taught *to swim*.'

(3) As a **Complement** to a verb, serving to define its application in some way :

'He seems *to be* a good man'

'The prisoner was ordered *to be executed*.'

Note.—Abbott remarks that with verbs of *asking, commanding, advising, compelling*, it is not always easy to determine whether the Infinitive is adverbial or complementary. For example, 'They besought him *to help* them.' (=for the purpose of helping them.) Hence *to help* may be parsed as an Adverbial infinitive, or him *to help*—his helping, when it can be parsed as the object of 'besought.'

(4) After *but, about, and than* :

'He did nothing but *laugh* :

'He is about *to start*.'

(5) It is used **absolutely** in interrogation and exclamation :

'Where *to see* him ?'

'To *think* that he should have been so unfortunate.'

111. The **Gerundial Infinitive** is used to express the *purpose*, the *cause* or the *result* of an action :—

Purpose.—'I am come (for what purpose?) *to see* you," (for the *purpose* of *seeing* you.)

Cause —'I am sorry (on account of what?) *to hear* this,' (the *cause* of sorrow is hearing.)

Result.—'He lived *to see* his country captured. He lived so as to see : (with the result of *seeing*).

It is used—

(a) *adverbially* after an adjective or a verb :—

'I am happy *to think*' (=at thinking.)

'I am content *to be poor*' (=with being poor.)

'I came to learn' (=for learning.)

'This apple is fit *to eat*' (for eating.)

(b) *adjectively* after a noun :—

A house *to let* (=for letting.)

A horse *to ride* (for riding.)

Other examples :—"apples *to eat*," 'paper *to write with*,' 'duties *to perform*,' 'time *to work*,' 'nothing *to do*.'

Note.—On the whole, the adverbial and adjectival uses of the infinitive are equivalent either (1) to *in* or *at* with the gerund, or (2) *for* with the gerund.—Gow's *Method of English*.

(c) To introduce a parenthesis (commonly called the **parenthetical infinitive**) :—

'To be sure, he is an honest man.'

The Present and Perfect Infinitives.

(1) The **present infinitive** can be used after any tense of the principal verb : as, I like to go,' 'I liked to go,' I shall like to go.'

It is always used after the past tense of verbs of **commanding, desiring, hoping, intending, permitting, and wishing** for the act or thing commanded, desired, hoped for, intended, &c., as, '*I commanded him to wait,*' '*I desired to accompany him,*' '*I hoped to see you soon,*' I *permitted* him to go home.' I wished to *follow* your example.

(2) The **Perfect Infinitive** is used—

When the action expressed by the infinitive is completed some time previous to that denoted by the governing verb :—

(i) He appeared *to be* rich = From his outward appearance, he seemed to be rich at the time I met him.

(ii) He appeared *to have been* rich = He gave evidence of his having been rich previous to my meeting him.

With the past tenses of verbs of *hoping, intending and wishing*, the perfect infinitive is used to *express an unfulfilled purpose* :—

I *hoped to succeed*, (and I succeeded.)

I *hoped to have succeeded*, (but I failed.)

The Infinitive with *to* coming after (1) *have* and (2) *be* is used to express (1) what is necessary and (2) what is settled or fixed respectively.

(i) I have to go = It is necessary that I shall go.

(ii) I am to go = It is settled or arranged that I shall go.

112. How to distinguish a simple infinitive from a gerundial infinitive :—

The best way of finding out whether a word is a **gerund** or a **simple infinitive** is to expand it. If it becomes a *noun clause*, it is an **infinitive**; if an *adjective* or an *adverbial clause*, it is an **adjectival or adverbial gerund**. e.g.

1. He *likes to write*— He likes *that he should write*. *To write* is a simple infinitive.

2. He *came to write* = He came *in order that he might write*.
To write is an adverbial gerund.—SHEPHARD.

Difference between the Infinitive and the Noun.

113. The **Infinitive** differs from an **ordinary noun** in the following particulars :—

1. It can show whether an action is *complete, incomplete, intended, etc.*

2. If derived from a transitive verb, it takes an object marking the direction of the action ; as, he likes *to know* the real *facts* of the case.

3. It can be modified by adverbs or adverbial phrases. “The snow had begun *to fall softly all around.*”

4. It is used only in the singular number, as being an abstract noun ; as, *to walk* (= walking) is a good exercise.

Participles, Gerunds and Verbal Nouns.

114. **Participles** are verbal adjectives, because they partake of the nature of adjectives, (in qualifying a noun) and of verbs.

115. There are two Participles formed by inflexion :—

1. The **Imperfect Participle**.

2. The **Perfect Participle**.

The **Imperfect Participle** called by some grammarians the **Present**, and by some the **Active**, expresses an action as going on, and *not completed*, and is formed by adding *ing* to the verb ; as, He is *going* home ; I saw him *driving* his car.

Note.—This participle must not be confounded with the Infinitive in *-ing*, or with nouns formed by the suffix *-ing*.

The **Perfect Participle**, called also the **Past** and the **Passive**, expresses an action as *completed*, and is generally formed by adding *-d, -ed, -en, -n, -t*, to the verb ; as, *loved, marked, beaten, shown, spilt*.

Note.—Some verbs have two forms of the participle ; one with *-en*, the other with *-t* or *d* ; *cloven* or *cleft, graven* or *graved, swollen, or swelled*.

There are also **Compound Participles** : as *being written, having written, having been written*.

116. A Transitive Verb (e.g., *write*) may have the following participles ;

	PRESENT.	PAST.	PERFECT.
<i>Active</i>	writing	—	having written
<i>Passive</i>	being written	written	having been written

An Intransitive Verb (e.g., *fail*), may have the following participles ;

	PRESENT.	PAST.	PERFECT.
<i>Active</i>	failing	failed	having failed

Note.—(1) Remember that the Present Participle Passive is formed by placing the word 'being' before the Past Participle : as 'being forced.'

(2) That the Perfect Participle Passive is formed by placing the word 'having been' before the Past Participle ; as, having been forced.

117. Participles are used to indicate *time*, *condition*, *cause*, or *reason*, *concession* or *contrast*.

Time.—'Walking along the street, I met a friend' (= *while* or *when* I was walking, &c.)

Condition.—'Walking on, you will soon reach London' (if you walk, &c.)

Cause.—'Walking on the ice, in spite of the park-keeper's warning, the boy fell ill' (=because he walked, &c.)

Concession.—'Betrayed, the city was still no easy conquest.' (=though betrayed, &c.)

118. Imperfect Participles derived from transitive verbs take an object ; 'I found him *washing* his clothes by the river.'

The Imperfect Participle is always *active*, and the Perfect Participle is *passive*, provided the verb be a transitive verb ; as, 'I saw a boy *beating* a dog,' '*Frightened* by the noise, he ran away.'

Sometimes an *active* Participle has a passive meaning ; as, 'the house is building' (=being built).

When a participle is used as an Adjective (commonly called the Participial Adjective) it is placed before the noun it qualifies ; as, a *loving father*.

When treated as Adjectives the participles admit of degrees of comparison ; '*more loving*.'

Examples of Imperfect Participles used as Adjectives :—
'Mary is a most *loving* child,' 'A *running* stream,' 'A *frying* pan,'
'The *glittering* helmet scared the child.'

Perfect Participles used as Adjectives :—

The *broken* soldier kindly bade to stay.—*Goldsmith*.
'A very *learned* man.'

Difference between the Participle and the Participial Adjective.

119. A participle differs from an ordinary Adjective in the following particulars :—

1. It attributes *action* to a noun without any indication of *time*.
2. If derived from a transitive verb, it takes an object expressing the quarter to which the action is directed.
3. It expresses the same modifications of the action as the Infinitive—ADAMS.

The participial adjective, like an ordinary adjective, is used in attributive combination, but a participle cannot be so used ; as, a *loving* father,' '*loving* his own ease, he refused to study.'

Participles have no tenses of their own, but they express the time from some other verb in the sentence.

Note.—The Present Participle represents an action, whether regarded as incomplete or not which is contemporaneous with the present or past action expressed by the verb. The Past Participle represents an action whether regarded as complete or not, which is prior to the action expressed by the verb.—MACMILLAN.

120. Participles after 'see', 'hear' &c. — After the verbs of the senses, such as, *see*, *hear* and *find* (meaning to *understand*) the participle should be carefully used. Thus,

'I saw my friend *shot* down'—I saw my friend *being* (*i.e.*, when he was *in the act of being*) shot down. Here *shot* stands for *being shot* or *having been shot*.

Uses of Participle

121. Participles are used as—

- (1) *Adjectives*, as '*a wandering* gipsy :
- (2) *Verbs with conjunction* or *with relative pronouns* ; as

'A gipsy, *wandering* (*i. e. when, while, or because* he was wandering) across the heath, found the child.'

(3) *Parts of a standing verb* ; as, 'A gipsy was *wandering* across the heath.'

(4) Some Participles are used in a gerundive sense, as he insists on the house *being built*.

An Imperfect Participle is sometimes used adverbially at the beginning of a sentence ; as, *generally speaking*, the people were industrious, *i. e.*, to one speaking generally &c.

Note—When no noun or pronoun is expressed, the Participle is regarded as an **Impersonal Absolute**.

How to Parse a Participle.—In parsing a participle it is necessary to find out (*a*) what noun and pronoun it is joined to ; (*b*) whether it is active or passive ; (*c*) what is the object, if it has one.

122. A **Gerund** is a substantive formed from a verb by the suffix **ing** and when formed from a transitive verb it can take an object ; as, '*Reading* is interesting.' 'I like *reading* history.' 'I shall be wise by *reading* my books.'

Note.—A gerund is a verb and noun combined ; (*a*) it may be the subject of a verb ; (*b*) it can take an object after it ; (*c*) and it may be governed by a preposition.

There are also **Compound Gerunds** formed by joining *having* and *being* with Perfect Participles ; as, 'The man is sad from *having lost* his son.' 'He is safe from *being sent* to jail'

A Gerund can be qualified by the Possessive case of a Noun or Pronoun : as, 'The gooseberries were of *her gathering*.' —*Goldsmith*. 'His *having saved* a boy from drowning.' 'By *my having quarelled* with him.'

Many Compound Nouns are formed from Gerunds ; as, *walking stick* (*i. e.*, stick for walking) ; *frying pan* (*i. e.* pan for frying) ; *drawing-room* (*i. e.*, room for withdrawing to.)

Note.—These may be parsed as gerunds used adjectively.

Gerund and Participle.

Points of resemblance.

1. Both take objects, if the verbs be transitive.
2. Both may be modified by adverbs.

Points of difference :—

1. The *Gerund* partakes of the nature of a noun.

It may be subject or object of a verb or be governed by a preposition. The *Participle* is an adjective and must qualify a noun.

The *Gerund* may be qualified by an adjective or its equivalent ; The *Participle* cannot be so qualified.

123. A Verbal Noun.

When a noun in *ing* is preceded by the Definite article and followed by the preposition *of*, it is to be regarded as a true verbal noun ; as, 'In the *hearing* of the philosopher.'

Note.—A Verbal noun never takes an object after it.

The following words in *ing* have each a special function :—

(a) He is reading about the *passing* of Arthur (*Verbal Noun*)

(b) Arthur, *passing* thence, rode to the wood (*Present Participle*.)

(c) This is good for *passing* the time (*Gerund*).

(iii) Tense.

124 Tense denotes the *time* at which an action is stated as occurring as well as the *completeness* or *incompleteness* of the action at that time.

Since time is either Present, Past or Future, a verb has three tenses :—Present, Past and Future.

The degree of *completeness* must be one of the following four forms :—

(1) Indefinite (2) Imperfect Continuous, (3) Perfect, (4) Perfect Continuous.

Tense.	Indefinite.	Imperfect Continuous.	Perfect.	Perfect Continuous
Present ...	I love ...	I am loving	I have loved	I have been loving
Past ...	I loved ...	I was loving	I had loved	I had been loving
Future ...	I shall love	I shall be loving.	I shall have loved.	I shall have been loving.

The **Present Indefinite Tense** expresses the action as done in the present time, but gives no definite idea of time ; as, *I love.*

The **Present Imperfect Tense** expresses an action as going on at the present time ; as, *I am loving.*

The **Present Perfect Tense** expresses an action as finished at the present time ; as, *I have loved.*

The **Present Perfect Continuous Tense** expresses that the action had been going on for some time and is not finished at the present time ; as, *I have been loving.*

The **Imperfect Continuous Tense** is formed by prefixing a part of the verb *to be* to the Imperfect Participle of the principal verb ; as, *I am writing, I was writing.*

The **Perfect Tense** is formed by prefixing a part of the verb *to have*, to the Perfect Participle of the principal verb ; as, *I have written, I had written.*

The **Perfect Continuous Tense** is formed by prefixing a part of the verb *to have*, and the perfect participle of the verb *to be* to the Imperfect Participle of the principal verb ; as, *I have been learning, I had been learning.*

Uses of the Tenses.

125. The **Present Indefinite Tense** is used—

(a) To state what is actually taking place at the present time : as—

Now *fades* the glimmering landscape on the sight—*Gray.*

(b) To express *what is true at all times* ; as—

‘Man is mortal.’

‘Birds fly.’

‘Fishes swim.’

(c) To express a future action :—

“We *start* next Monday for the Continent.”

Duncan *comes* (will come) here to-night.—*Shakespeare.*

Note.—Sometimes it is used with the force of a Future Perfect, in subordinate clauses, I will write to you when we *reach* (=when we shall have reached) our destination.

(*d*) To state what frequently or habitually takes place : as—

"It *rains* here daily." "He *goes* to town every morning."

(*e*) To describe a past event as if it were happening actually before our eyes. This is called the *Historic present* : as,—

"He *comes* ; he *sees* the enemy ; he *dashes* at him ; he *puts* him to rout."

"The Greeks *maintain* their ranks ; the Persians *press* on ; Leonidas *falls*, and the battle *rages* furiously."

(*f*) To introduce a quotation : as—

'Shakespeare *says*.' 'The Bible *says*.'

126. The Past Indefinite Tense is used—

(*a*) To indicate that something took place or was done in the past ; as :—

In the beginning God *created* the heaven and the earth,—
Bible.

(*b*) To express what happened frequently or habitually, as—

'At Athens, the poets *sang* and the sages *taught*.'

127. The Present Perfect Tense is used—

(*a*) To express an action just *finished* : as—

'I *have written* the letter.'

(*b*) To express an action done in a space of time which is still present : as—

'It *has rained* all the week.'

Note.—We must understand by the present time not merely the immediate instant, but also any portion of time reaching up to and including it. Thus the statement, "I have lived in London seven years," implies that the speaker is still living in London, and the period of time referred to reaches up to the moment of speaking.—
SMITH AND HALL'S *School Manual of Grammar*.

(c) To express a past action the results of which still continue ; as—

'I have been a sinner,' (*i.e.*, I was so in my youth and now I bear the consequences.)

(d) To express a future perfect when preceded by *when*, *before*, *as soon as*, *till* and *after* : as—

When I have done (= when I shall have done) with History, I shall begin Mathematics.

'After I have read (= when I shall have read) the book, I shall return it.'

128. The Past Perfect Tense (often called the **Pluperfect Tense**) is used—

To express an action as completed before another past action : as,

'John *had written* a letter before James came.'

Note.—(1) This Tense is formed by *had* followed by the Perfect Participle.

(2) The verb expressing the *remoter* past action takes the Past Perfect or pluperfect Tense, and the verb expressing the *nearer* past action is put the Past Indefinite.

129. The Future Tense is used—

To express an action or event that is to take place in the future : as—

'I *shall go* there,' 'He *will remain* here.'

Note.—This Tense is formed by the help of the Auxiliary verbs *shall* and *will* ; as, I *shall do*.

130. Future Perfect Tense is used—

To express the completion of one future action *before* another future action : as—

'He *shall have done* this before you come,' (= will come.)

Note.—(1) This Tense is formed by *shall have* or *will have* followed by the perfect participle of the verb.

(2) The verb expressing the *nearer* future takes the Future Perfect tense, while the verb expressing the *remoter* future takes the Simple Future form.

(iv) Number.

131. Verbs, like nouns, have two numbers, *Singular* and *Plural* ; as 'he *does*' ; 'they *do*.'

(v) Person.

Verbs have three persons ; as, *I* love (*first* person), *thou* lovest (*second* person), *he* loves (*third* person.)

Note.—Inflected endings for persons of verbs are found in—

(a) the second person singular, *est* or *st* ; as, Thou *goest*, thou *lovest*, and (b) the third person singular, *s* or *es* ; as, he *loves*, he *prays*. These are the only inflexions of persons in common use.

Conjugation.

132. Conjugation is the inflexion of a verb for voice, mood, tense, number or person. There are three kinds of conjugation :—

The Strong conjugation ; The Weak conjugation ;
The Mixed conjugation.

The **Strong Conjugation** known, as the **Irregular** conjugation, includes all verbs which form the past indefinite tense by a change of the root verbs ; as, *grow*, *grew* ; *bear*, *bore*.

The **Weak Conjugation**, often called the **Regular** conjugation, includes all verbs which form the past indefinite tense by adding *ed*, or *d* to the present ; as, *call* *called* ; *deal*, *dealt*.

Mixed Conjugation includes all verbs which form the past indefinite tense by changing the root vowel as well as by adding *d* or *t* ; as, *sell*, *sold*

Note the conjugation of the following verbs :—

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Abide	abode	abode
Arise	arose	arisen
Awake	awoke	awoke, awaked
Bear (to bring forth)	bore	born, borne
Bear (to cry)	bore	borne
Bereave	bereft	bereft, bereaved
Beseech	besought	besought
Bid	bad, bid	bidden, bid
Blow	blew	blown
Break	broke	broken
Cleave (to split)	clove, cleft	cloven (<i>adj.</i>), cleft
Cleave (to adhere)	cleaved	cleaved
Clothe	clothed, clad	clothed, clad
Drink	drank	drunk, drunken (<i>adj.</i>)
Eat	ate	eaten

<i>Present.</i>	<i>Past.</i>	<i>Perf. Participle.</i>
Fly	flew	flown
Hang	hung (of things)	hung
Hang	hanged (of persons)	hanged
Lay	laid	laid
Lie (to recline)	lay,	lain
Lie (to utter falsehood)	lied	lied
Rend	rent	rent
Shear	shorn, sheared	shorn, sheared
Spit (to throw out saliva)	spat, spit	spat, spit
Spit (to put upon a spit)	spitted	spitted
Swell	swelled	swollen, swelled
Tread	trod	trodden, trod
Wind (to twist)	wound	wound
Wind (to sound by blowing)	winded	winded
Work	wrought, worked	wrought, worked
Write	wrote	written

N. B.—Some of the participles ending in *en* are used only as adjectives ; as, *molten* metal, *drunken* soldier, *rotten* egg, *sunken* ship.

Auxiliary and Defective Verbs.

133. Auxiliary Verbs are those that are employed in forming the voices, moods or tenses of other verbs ; as, *be, do, have, may, can, shall, and will.*

134. Defective Verbs are those that do not possess all their parts, that is, have not all the usual moods and tenses ; as, *may, can, &c.* The most important Defective Verbs are *dare, owe, worth* and *quoth.*

Be.

135. Be is used—

1. As a **Principal Verb**, when it means *to exist*, as, *God is.*
2. As an **Intransitive Verb** of **Incomplete Predication** ; as, ‘*Ram is a good boy.*’
3. As an **Auxiliary** of **Voice and Tense** :—
 - (a) In forming the **Passive Voice** when some form of the verb is followed by the Perfect Participle of a Transitive Verb ; as, ‘*am called, was called, been called.*’
 - (b) In forming the **Imperfect Tense** of the Active Voice ; as, ‘*am calling, was calling.*’

(c) In forming a sort of **Perfect Tense** of a few intransitive Verbs of motion and change of condition, by being followed by the Perfect Participle of these verbs ; as, '*is* come,' '*was* arrived.'

Note.—As both forms '*has* come' and '*is* come' are in use, it is necessary to understand the meaning in each case.

'*Has* come' is to be used when the subject is personal, *i.e.*, denotes a person, as, 'John *has* come.' '*Is* come,' is to be used when the subject is inanimate, *i.e.*, denotes a thing ; as, 'the box *is* come.'

Do.

136. Do is used—

1. As a **Principal Verb**—

(a) *Transitive*, meaning 'make,' 'perform' : 'He *did* his work.'

(b) *Intransitive*, meaning 'suffice' : 'This will *do*.'

2. As an **Auxiliary**—

(a) In *Interrogative* sentences : '*Do* you require me ?'

(b) In *Negative* sentences : 'He *did* not go.'

3. To make the meaning emphatic : 'He *did* write this letter.'

4. As a substitute for other verbs, except 'be' : 'He speaks English as fluently as you *do*' (speak.)

Have.

137. Have is used—

1. As a **Principal Verb**, when it means 'to possess' : as, 'I *have* a pice with me.'

2. As an **Auxiliary** verb to form the **Perfect** tense of other verbs. 'He *has* done his work.' 'He will *have* done his work.'

Uses of Shall and Will.

138. Shall and **Will** are used for the formation of the future tense.

Shall, which once meant 'to owe,' is used to express a notion of compulsion from some *external* source.

Will, which once meant 'to desire,' is used when the source of action is supposed to exist in the subject. 'I *shall* not be at

home,' is equivalent to saying 'circumstances will compel me to be absent'. 'I *will* not be at home,' is equivalent to saying that neither any person's will nor any external compulsion will prevent me, but it is my own free will and pleasure to be absent—**BAIN.**

The following table gives the different uses of **Shall** and **will** as Auxiliaries :—

To express.	1st pers	2nd pers	3rd pers.	Examples.
I. (a) Mere Futurity ...	Shall	Will	Will	I <i>shall</i> come to-morrow. You <i>will</i> get back late. He <i>will</i> arrive first.
(b) Determination on the part of the speaker ; hence, command, threat or promise.	Will	Shall	Shall	I will pay you to-morrow. You shall be punished. He shall be punished.
II. In Indirect speech—				
(a) Mere Futurity ...	Shall	Shall	Shall	I say I shall write. You say you shall write. He says he shall write.
(b) Determination on the part of the subject.	Will	Will	Will	I say I will write. You say you will write. He says he will write.
III. In Interrogative sentences—				
(a) Mere Futurity ...	Shall	Shall	Will	Shall I pass ? Shall you pass ? Will he pass ?
(b) Determination on the part of the person addressed.	Shall	Will	Shall	Shall I go ? Will you go ? Shall he go ?

139 Should and would generally follow the rules of *shall* and *will*. I *should*, you or he *would*, express contingent futurity I or you or he *would* signifies past or recorded determination of the subject ; and I, or you or he *should* denotes that the subject is controlled by some external influence.

"As regards the choice between *shall* and *should*, *shall* is used when the principal clause is in the present or the future

tense and *should*, when the principal clause is in the past tense : *should* is also used when the time is indefinite,'—DR. MOLLOY.

Note.—In the subordinate clauses of a sentence, *shall* and *should* are used to express a contingent or doubtful event, when the clause is introduced by the relative pronouns *who*, *which*, *that*; by the conjunctions *if*, *whether*, *that*, *lest*, *such*, *as*, *so long as*, *till*, *until*; or by the adverb *when* or its equivalent.

When past time is not involved, *would* denotes **Contingent determination** and *should* denotes **duty** or **obligation**. 'I *would* help you if I were rich'; 'I *should* do it' (it is my duty to do it.)

140. In many instances *should* and *would* are more polite forms of request than *shall* and *will*; as, 'I *should* feel much obliged if you *would* lend me your book for a day or two' is more polite than 'I *shall* feel much obliged if you *will* lend me your book for a day or two.'

Uses of 'May.'

141. I As a principal verb, **May** expresses :—

(a) **Liberty**, or **permission**; as, 'You *may* go'—'You *are at liberty* to go.'

(b) **Possibility**; as, 'It *may* rain,' 'He *may* pass the examination.'—There is *possibility* of his passing the examination.

(c) **Courtesy** or **concession**: as, 'You *may* recover your loss'—I make or *concession* that your loss will be made good.

2. As an **Auxiliary**, **May** is a sign of the subjunctive: as, 'He studies that he *may* improve' (*purpose*). 'May you be happy' (*wish*) i.e., I wish that you may be happy.

Note.—In *asking* or *giving* permission, *may* is always to be used; as, 'May I go out?' 'You *may*' i.e., you *may* go out' 'I give you *permission* to go out.'

Uses of 'Can.'

142. **Can** originally meant *to know*; it then came to mean 'to know how to'; as, 'Can he swim?' is equivalent to saying 'Does he know how to swim?'

I It now denotes **power**; as, 'I *can* do this'=I am able to do this.

I *can* but try = I can do only this thing, viz., to try; I can do no more than trying. [Here, *but* means *only*.]

I *cannot* but try = I *must* try. [*Cannot but* = *must*.]

2. It is sometimes used to express *permission* ; as, 'You *can* go if you like.'

"*May* expresses the idea of **power** depending upon **another**" (*i.e.*, liberty and permission) : 'I *may* write'—'I *am permitted* to write,' 'I *am at liberty* to write.'

Can expresses the idea of **power** depending upon the **agent** (*i.e.*, possibility and ability ;) 'I *can* write'—'I *am able* to write,'—MACMILLAN AND HAKIM.

Could, the past tense of *can*, [sometimes expresses **present power conditionally** ; 'he *could* come if he chose.'

Note.—'May I go out ?' asks permission to go out. 'Can I go out ?' enquires as to whether there is any obstacle to my going out.

Must.

143. **Must** expresses *necessity, duty, or certainty* of inference. It is always a Principal verb and is not inflected, but retains the same form in all Persons and Tenses. It is followed by the Infinitive without *to* ; as, 'He *must* do this.' It denotes—

1. **Compulsion** from without ; as, 'He *must* obey the orders of his father.'

2. **Certainty** ; as, 'It *must* be so ; Plato thou reasonest well.
—Addison.

3. Both **moral** and **physical necessity** ; as 'a man *must* have society' ; 'in spite of all we can do, he *must* drink.'

Dare.

144. **Dare** is used—

1. As a **Transitive** verb meaning 'to challenge.' Its past tense is *dared* ; as, 'He *dared* me to fight with him.'

2. As an **Intransitive** verb meaning 'to venture.' Its past tense *durst* and the third person singular of the present tense *dares*, are used generally before an Infinitive with *to* : as, 'He *dares* to say so.' But when *dare* is followed by a negative, its third person singular of the present tense is *dare* and not *dares* ; as, 'He *dare* not say so.'

Need.

145. *Need* means "to be under a necessity to do something." Where it signifies "to be in want of," it is conjugated in the ordinary manner. The third person singular *needs* must not be confounded with the adverb *needs* (*i.e.*, of need or necessity), as in "He must *needs* go through Samaria."—MASON.

Ought.

146. **Ought** is really the past tense of the verb *to owe*, which originally meant 'to own' or 'possess.' It now expresses **moral duty** ; as, you *ought* to do it.

Worth.

147. **Worth** occurs only in the third person, singular, present subjunctive (with imperative or optative force). 'Woe *worth* the day'—Woe *be* to the day. *Woe worth*—befall or happen to ; (a form of execration).

Quoth.

148. **Quoth** means *said*. It is used only in the first and third persons in the past tense, and always precedes its subject ; as, '*quoth* he' '*quoth* I.'

Methinks.

149. The word **Methinks** is composed of *me* and *thinks*. The word *thinks* is derived from the Anglo-Saxon verb *thencan*—to appear ; and *me* is the dative case ; *Methinks*—'it appears to me.' "In the words *meseems* and *me-thinks*, the subject is expressed in the words that follow or precede the verb."—ADAMS.

EXERCISE IV.

1. Distinguish between verbs Transitive and verbs Intransitive. Are Intransitive verbs used Passively ?

2. Write sentences containing the following words used (1) as transitive verbs ; (2) as intransitive verbs :—

blow	write	see	ride	watch
learn	read	strike	sing	run.

3. What is a verb of *incomplete predication* ? Give examples.

4. Write (1) three sentences, each containing a verb of incomplete predication completed by a noun ; (2) three sentences each containing a verb of incomplete predication completed by an Adjective ; (3) three sentences each containing a verb of incomplete predication followed by a participle ; (4) three sentences each containing a verb of incomplete predication followed by an infinitive.

5. Turn the active verbs in the following sentences into the passive voice :—

We expect a good harvest. The captain led his men. The lightning struck the church tower. Who has killed the animal ? The portrait attracted his notice at once.

6. Turn the passive verbs in the following sentences into the active voice :—

A bullock was killed by a tiger. The child was knocked down by a cart. The exhibition was opened by the Prince of Wales. The petition was signed by a number of prominent citizens.

7. State the uses of the Indicative and Subjunctive Moods.

8. Distinguish between finite and infinite forms of verbs.

9. After what verbs used actively must “to” the sign of the Infinitive be omitted ; Give examples in sentences.

10. Give the Past Tense and Past Participle of each of the following verbs :—

fall, rise, eat, sing, know, write, sit, wind, ride, steal.

11. Write the Present Participle of *acknowledge, die, dye, lie, differ, refer, forget.*

12. What is tense ? Name the three leading tenses. Which tenses are indicated by inflexion and which by the aid of other verbs ?

13. Illustrate by examples the uses of the present tense as expressing an historic present, (1) a future indefinite (2) a universal truth, (3) habitual state.

14. Form sentences to illustrate the various uses of the Infinitive mood.

How does the Infinitive differ from an ordinary noun ?

15. Distinguish between the participles in *ing* and the gerund.

16. Distinguish the forms in *ing* in the following sentences :—

‘I like *riding*.’ ‘This is my *riding* horse.’ ‘*Riding* is pleasanter than *walking*.’

17. Select the participles in the following sentences, and tell what each modifies :—

(a) Toiling—rejoicing—sorrowing, Onward through life he goes.
—LONGFELLOW.

(b) While I lay musing on my pillow, I heard the sound of the little feet pattering outside of the door. —IRVING.

18. Write three sentences containing the word *writing*, (1) as a participle (2) as a verbal noun, (3) as a gerund.

19. Define Weak and Strong verbs, and show clearly to which class each of the following verbs belongs :—*bid, do, tell, have, make, find, teach, buy, will, run, can.*

20. What is meant by *Auxiliary* verbs ? Name them.

21. What are the general rules for the use of *shall* and *will* ?

22. Distinguish between "I shall not be at home" and "I will not be at home."

23. Make sentences showing the different uses of *do*.

24. Make sentences showing the difference in the uses of *may* and *can*.

CHAPTER VI.

ADVERBS.

150. An **Adverb** is a word that limits or modifies the meaning of a verb, adjective or another adverb ; as, 'He writes *badly*.'

151. Classification—Adverbs may be divided either—

1. According to their **meaning**.

or

2. According to the **syntactical force** they have in composition.

I. According to their **meaning** adverbs are divided into :

Adverbs of **Time**—*Afterwards, ago, always, before, now, when, then, soon, as, &c.*

Adverbs of **Place**—*Where, there, here, everywhere, hence, thence, whence, &c.*

Adverbs of **Repetition**—*Once, twice, often, &c.*

Adverbs of **Order**—*First, secondly, &c., lastly, finally.*

Adverbs of **Manner**—*Badly, ill, well, wisely, how, &c.*

Adverbs of **Quality** or **Degree**—*Very, much, little, almost, nearly, half, enough, the, as in 'the more, the merrier,'*

Adverbs of **Affirmation, Negation and Doubt**—*Yes, yea, no, not, never, perchance, &c.*

Adverbs of **Cause and Effect**—*Why, therefore, consequently, etc.*

Adverbial Phrases—*At random, on purpose, at length, at large, etc.*

II According to their **syntactical force** adverbs are divided into :—

1. **Simple Adverbs.** 2. **Conjunctive Adverbs.**

A **Simple Adverb** qualifies merely the word with which it is used : as, 'He came *yesterday*.'

A **Conjunctive Adverb** not only modifies some verb, adjective or another adverb in its own clause, but connects the

clause in which it occurs with the rest of the sentence ; as, 'He came to see me *when* I was very busy.'—*Mason*.

The chief **Conjunctive Adverbs** are :—*when, while, where, whence, whither, why, whereby, wherefore, wherever, as, how, and than*.

Some of these words are also called **Relative Adverbs** when they are used in Adjective clauses, because they refer to some word expressed or understood as antecedent : as, 'This is the house *where* I was born.'

When the above adverbs are used in asking questions, they may be termed **Interrogative Adverbs** ; as, '*when* did he come ?' '*How* does he go on with his lessons !'

Formation of Adverbs.

From **Nouns**—Needs, betimes, ashore.

From **Pronouns**—Here, hence, thus.

From **Adjectives**—Sweetly, freely, nobly.

From **Numerals**—Once, twice, thrice.

From—**Prepositions**—Within, upwards, downwards.

Adverbial Compounds.

(1) Noun + noun ; *side-ways, length-wise*.

(2) Noun + adjective ; *knee-deep*.

(3) Pronoun + noun ; *to-day, to-night*.

(4) Preposition + noun ; *indeed, outside*.

152. Comparison of Adverbs—It is only Adverbs of *manner, degree and time*, that admit of comparison ; as, *well, little, soon*.

Note.—An adverb of *fixed time* like *now, then*, or an adverb of *place*, like *here, there*, cannot be compared.—*Meiklejohn*.

Adverbs formed by the suffix *ly* usually express their comparative and superlative by *more* and *most* ; as, *brightly, more brightly, most brightly*.

153. Some Adverbs are compared irregularly, as ;—

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
well	better	best
ill, badly	worse	worst
much	more	most
nigh, near	nigher, nearer	neighest, nearest, next
far	farther	farthest
forth	further	furthest
late	later	last

Some participles are used as adverbs with or without the termination *ly* ; as, '*passing* rich' = surpassingly rich.

Other Parts of Speech used as Adverbs.

- (a) **Nouns** as adverbs : 'He went *home*.'
- (b) **Pronouns** as adverbs : '*None* the worse.'
- (c) **Adjectives** as adverbs : 'Drink *deep*.'
- (d) **Verbs** as adverbs : '*Smack* went the whip.'
- (e) **Prepositions** as adverbs : 'I told you *before*.'

Use of Adverbs.

154. An Adverb may be used with—

1. (a) A **Verb** : 'He reads *well*.'
- (b) An **Implied** verb having for its subject a Noun clause made up of the sentence. 'He will *positively* not come' i.e. 'That he will not come *is positively true*.'
2. An **Adjective** : 'He is very *honest*.'
3. An **Adverb** or **Adverbial Phrase** : 'He writes *very* badly' 'He lives *far* from me.'
4. A **Noun** : '*Even* Homer sometimes nods.'

In some cases, adverbs are used as adjectives to qualify nouns ; but properly speaking they modify some Participles or adjectives understood :—An *only* son, = an only *begotten* son ; the *then* king = the then *reigning* king ; an *up* train = an *up going* train.

In parsing an adverb it is required to state with what Verb, Adjective, Adverb or Noun it is connected.

Always ask yourself before parsing an Adverb, 'What does this Adverb tell me ?' The answer will contain the Verb, Adjective or Noun with which the Adverb is used.—ABBOTT.

155. Personal Adverbs are formed from the roots of *he*, *the* and *who*.

- (a) By the suffix-*re* = *place* :—*here*, *there*, *where*.
- (b) By the suffix-*ther* = *motion to* : *hither*, *thither*, *whither*,
- (c) By the suffix-*nce* = *motion* :—*hence*, *thence*, *whence*.

Meanings and uses of certain Adverbs.

Above denotes—

1. Overhead : 'Clouds are floating *above*.'
2. Higher in rank : 'He appealed to one *above*.'

Again means—

1. Once more : 'Read your lesson *again*.'
2. Back : 'Bring us word *again*.'
3. Moreover : 'Half as much *again*'

Continually, Continuously—*Continually* means very frequently, though with some remission ; as, 'It rained *continually* during the day' (*i.e.*) there were showers with occasional interruptions. *Continuously*, without *break, cessation or interruption* ; as, 'It rained *continuously* during the day' (*i.e.*) there was absolutely no cessation of rain.

Hard, Hardly—*Hard* means (1) *diligently* : 'He works *hard*,' (2) *with difficulty* : 'The vehicle moves *hard*,' (3) *violently* : 'It rains *hard*,' (4) *severely, painfully* : 'He is *hard* pressed with difficulty.' *Hardly* means (1) *scarcely* : 'He *hardly* labours,' (2) *severely* : 'He has been *hardly* used.'

Late, Lately—*Late* means *after the expected time* :—'He came *late* at night.' *Lately* means *recently* : 'My friend called on me *lately*.' Compare (a) 'He came *late*' *i.e.*, after the appointed time ; (b) He came *lately*, *i.e.*, recently.

Cf. (a) 'He arrived *safe*.' (b) 'He arrived *safely*.'

In (a) *safe* is an adjective and marks the condition of the agent *he*.

In (b) *safely* is an adverb = 'in a safe manner' and marks the mode of action in *arrived*.

Presently, Shortly.—*Presently* means *instantly, before long* : 'I will send him to you *presently*.'

Shortly = *in a short time or manner* ; as, 'the book will be out *shortly* (*in a short time*.)'

Note—Do not use *shortly* in the sense of *for a short time*. It is wrong to say 'He stayed there *shortly*.' It should be, 'He stayed there *for a short time*.'

Presently and *shortly* are not applicable to time past.

Rather.—It is the comparative of *rather* meaning *early*.

It means (a) *more readily* : 'I would *rather* beg than steal.' (b) *somewhat* : 'You are *rather* late to-day.'

Note—When *rather* means *somewhat*, it is used with adjectives and is not followed by *than*.

Sometime, Sometimes—*Sometime* means *formerly* : 'He told me *sometime* about his elder brother.' *Sometimes* means *now and then* ; 'He *sometimes* comes to visit us'

There—*There* is used as (a) an Adverb of Place=in that place ; 'Stand *there*;' (b) as an *Expletive*; '*There* was a man.'

When, While—*When* denotes a *point* of time, 'at the time that : ' 'The thief comes *when* all are asleep.' *While* denotes a *period* of time and means 'during the time that : ' 'Make hay *while* the sun shines.'

Position of Adverbs.

156, General Rule—An **Adverb** is placed as near as possible to the word it modifies : 'He *seldom* goes out.'

Adverbs are commonly placed—

1. Before Adjectives and other adverbs :—

'Ram is a *very* good boy.'
'He is *highly* pleased with you.'
'He writes *very* legibly.'

2. After Intransitive verbs in the Simple Tenses :—

'He lived *well* and died *happily*.'

Exception—The adverbs *never, ever, always, almost, seldom, scarcely, sometimes, generally, usually*, are generally placed before the verbs which they modify : 'He *never* goes to the Star Theatre.'

3. Either *before* the transitive verb or *after* the object ; but more frequently *after* the object :—

'We buried him *darkly*.'
'I know him *very slightly*.'
'The boys enjoyed themselves *thoroughly*.'
'I *once* met him. I met him *once*.'
'I heard the noise *distinctly*. I *distinctly* heard the noise.'

4. Between the Auxiliary and the Principal verb in the Compound Tenses :—

'He will *surely* come here.'
'He has *not* been seen for a long time.'

5. At the beginning of a sentence or clause when the whole sentence or clause is modified.

'*Unfortunately*, the old lines of the streets had been to a great extent preserved.'

6. Some Adverbs, especially those which serve to define relations of *time* or *place*, modify prepositions :—

'*Just* between twelve and one.—SHAKESPEARE.
'*Much* before the time.'

7. The Adverb *there* besides being an *Adverb of Place*, is used as a *Preparatory Adverb*, for it prepares the way for the subject.

‘*There* was once a King.’

Note.—*There* is used with the verbs *be*, *appear*, *come*, *dwell*, *exist*, *live*, and *seem*, etc. ; as, ‘*There* lived a man.’

EXERCISE V.

1. Define an Adverb, Mention two adverbs of time, two of place, two of degree.

2. Classify adverbs according to their meaning giving two examples of each class.

3. Refer to its class each of the following adverbs :—*ago*, *why*, *how*, *to-morrow*, *hence*, *certainly*, *daily*, *presently*, *well*.

4. What are Conjunctive and Interrogative Adverbs ?

5. Give examples of adverbs formed from *nouns*, *pronouns*, *adjectives* and *participles*.

6. Give instances of Nouns, Pronouns, Adjectives, Verbs and Prepositions used as Adverbs.

State the various modes of forming Adverbial compounds.

7. Compare the adverbs :—*bravely*, *ill*, *fast*, *well*, *often*, *late*, *far*, and *greatly*.

8. What adverbs admit of comparison ? Give a list of the adverbs that are irregularly inflected for comparison.

9. Form adverbs from :—*back*, *noble*, *slow*, *breast*, *sleep*, *time*, *side*, *gay*, *happy*.

10. Express by adverbs the adverbial phrases in the following sentence :—“To tell the truth I want the money in the course of the next few hours, and if you let me have it at the present moment, without asking for what purposes it is required or in what manner I am going to spend it, I shall feel obliged to an extraordinary degree.

11. Make three sentences in which the following words shall be used alternately as *adverbs* and as *adjectives* :—*little*, *fast*, *above*, *ill*, and *hard*.

12. Distinguish between *late* and *lately* ; *hard* and *hardly* ; *continually* and *continuously* ; *sometime* and *sometimes* ; *when* and *while*,

13. State the rules about the position of the Adverb.

CHAPTER VII.

PREPOSITIONS.

157. A **preposition** is a word placed before a noun or noun-equivalent to show its relation to some other word ; as, "the book is *on* the table."

158. Prepositions are divided into three classes :—

1. Simple Prepositions. 2. Compound Prepositions.
3. Phrase Prepositions.

Simple prepositions are those of one syllable :—*at, by, for, in, of, to, out, up, with*, etc.

Compound prepositions are those of two or more syllables :—*after, over, under, behind, beneath, among, below, around, inside, outside, throughout, until, within, without, concerning, during, pending, notwithstanding*, etc.

Phrase prepositions are those that are made up of two or more words :—*according to, along with, as to, by means of, by way of, for want of, in or on behalf of, in favour of, in spite of, in or with reference to*.

Relations expressed by Prepositions.

159. The principal **relations** expressed by Prepositions are those of *place, time, agency* and *instrumentality*.

Note.—Prepositions were first used to express relation in *space* ; then they were applied to relation in *time*, and lastly were used to mark relations of *causality* : e.g. 'He was pierced *through* the heart,' 'it blossoms *through* the year.' 'Sanctify them *through* (by) truth.'—MASON.

When a Preposition connects a Noun, with a Noun, the relation is between one object and another : ['I saw a smith *with* his hammer'] ; when it connects a Noun with an Adjective, the relation is between an object and the quality expressed by the Adjective : ['His eyes are red *with* weeping'], when it connects a Noun with a Verb, the relation is between an object and an action : ['An old man broken *with* the storms of state.*']

During, pending, notwithstanding.—They are at present participles used in absolute constructions. They are called

* Smith and Hall's *Manual of English Grammar*.

verbal prepositions : *During* the summer—the summer *during* or enduring or still lasting. *Notwithstanding* his difficulties : His difficulties notwithstanding or obstructing.

Position of Prepositions.

160. 1. Prepositions are usually placed before the words they govern : 'Survey mankind *from* China *to* Peru'.

2. In Interrogative and relative sentences, the Preposition is often placed at the end of the sentence : 'What school do you belong *to*?' 'Two young ladies *whom* I have some knowledge *of*.'—GOLDSMITH.

3. When the relative is omitted, or when *that* is used as a relative, the preposition is placed at the end : 'I do not know the *house* he lives *in*'. 'I know the man *that* you are speaking *of*.'

4. In poetry the preposition is sometimes placed after the nouns it governs : "The deep ravines and dells *among*."

Meanings and Uses of certain Prepositions.

About.

161. About—The radical meaning of *about* is at the outside of, 'around.'

It now expresses—

(1) *Nearness in time, place, number* : It is *about* 4 o'clock. It is *about* a mile. 'He gained *about* eighty marks in English.'

(2) *Occupation* : 'What are you *about*?'

(3) *On the verge of* : 'He was *about* to speak.'

(4) *Concerning* : 'Much has been said *about* the Ilbert Bill.'

(5) *On all sides of, around* : 'He walked *about* the town.'

As an *adverb* : 'go *about*.'

Above.

162. Above denotes—

(1) *Higher in place* : 'Birds fly *above* the earth.'

(2) *More than* : 'He lives *above* his means.'

(3) *Superior to* : 'He is *above* such meanness.'

After.

163. After—Its radical meaning is 'behind'. It is opposed to 'before.'

It now signifies—

- (1) *Behind in place* : 'Stand one *after another*.'
- (2) *Late in time* : 'He came to school *after* 10-30 A. M.'
- (3) *In search of, in pursuit of* : 'He is searching *after* the thief.'
- (4) *In imitation of* : 'Criticise *after* Macaulay.' He is named *after* his father.'

At.

164. At—Its radical meaning is 'proximity' or 'neighbourhood' ; as, *at* my house.

It now expresses—

- (1) *Direction to an object* : 'Look *at* the questions.' 'The dog sprang *at* him.'
- (2) *Place of an action or event* : 'We dined *at* the hotel.'
- (3) *Point of time* : '*at* noon', '*at* sunset,' '*at* 4 o'clock.'
- (4) *Dependence* : 'I am *at* your mercy'.
- (5) *Occasion [or determining circumstances of an action]* : 'He came *at* my call.' 'I am glad *at* your success', '*at* leisure.'
- (6) *Degree, quality, value* : '*at* full speed', '*at* three per cent.'
- (7) *State, occupation* : '*at* play', '*at* school'.

Before.

165. Before—(by + fore) means *in front of*, with or without the idea of proximity ; as, '*before* the door', '*before* the wind.'

It now expresses *precedence*, or *superiority* in *time*, *space* and *dignity* : *before* long, *before* now, *before* 4 o'clock, *before* the gate, *before* his betters.

By.

166. By means—

- (1) *Near* : 'Sit *by* me.'
- (2) *On* : 'Long labours both *by* sea and land.'—DRYDEN.
- (3) *Through the act or agency of* : 'to take *by* force.'
- (4) *Authorship* : 'Waverly', a novel *by* Sir W. Scott.
- (5) *In the name of* (used in oaths and adjuration ;) 'I affirm to you *by* all that is sacred.'
- (6) *According to* : 'Ten o'clock *by* my watch.'
- (7) *At the rate of : in the measure or quantity of* : 'To sell cloth *by* the yard, eggs *by* the dozen, meat *by* the pound.'
- (8) *Measure of excess or deficiency* : Larger *by* half ; older *by* 5 years.

- (9) *During the course of : within the period of : by day, by night.*
 (10) *As soon as, not later than* (used in expressions of time :) *he will be here by two o'clock.*

Note.—**With** is used instead of *by* before the name of the instrument with which anything is done ; as, 'to beat one *with* a stick.'

For.

167. For means—

- (a) *On behalf of, in favour of* (opposed to *against* :) 'He fought *for* his country.'
 (b) *The point towards which motion is made* : 'He sailed *for* China.'
 (c) *Cause or purpose*—beheaded *for* treason : decorated *for* bravery.
 (d) *Instead of, or in the place of* : Life *for* life, eye *for* eye, tooth *for* tooth.
 (e) *In the character of or as being* : 'We take a falling meteor *for* a star.'
 (f) *Notwithstanding, in spite of* : 'For aught he knew.'
 (g) *In or through the space or time of* : 'For many miles.' 'For a day.'
 (h) *The motive or inducement of an action* : How to choose dogs *for* scent or speed.—WALLER.

From.

168. From indicates—

The *point of space or time* at which the action, state, etc., are regarded as setting out or beginning ; also less frequently the source, the cause, or the occasion, out of which anything proceeds—the antithesis correlative of *to* : from Boston *to* Springfield. Light proceeds *from* the sun. Men judge of facts *from* personal knowledge or *from* testimony.—WEBSTER.

It sometimes denotes *away from, remote from, inconsistent with*, 'Anything so overdone is *from* the purpose of playing.'

In.

169. In is used—

- (a) With reference to *space or place* : he lives *in* Boston : he travelled *in* Italy ; castles *in* the air.
 (b) With reference to *circumstance or condition* ; as, he is *in* difficulties ; she stood *in* a blaze of light.

- (c) With reference to the whole which includes the part spoken of : the first *in* the family, the first regiment *in* the army.
- (d) With reference to *physical surroundings, personal states or abstract qualities* ; I am *in* doubt ; the room is *in* darkness ; to live *in* fear.
- (e) With reference to *character, scope or influence* : to be *in* one's favour ; *in* sight of God's high throne.
- (f) With reference to movement or tendency towards a certain limit or environment :—sometimes equivalent to *into* ; to put seed *in* the ground ; to fall *in* love, to end *in* death, to put our trust *in* God.
- (g) With reference to *a limit of time* ; as, *in* an hour, it happened *in* the last century, *in* all my life.

Into.

170. Into—(In + to), to the inside of ;

It is used in a variety of applications :—

- (a) Expressing entrance or a passing from the outside of a thing to its interior parts—following verbs expressing motion ; as, come *into* the house ; go *into* the church, a river flowing or running *into* another.
- (b) Expressing penetration beyond the outside to the inside ; to look *into* a letter or book ; *into* an apartment.
- (c) Indicating insertion or inclusion ; to infuse more spirit or animation *into* a composition ; put these ideas *into* other words.
- (d) Indicating the passing of a thing from one form, condition or state to another : ice is convertible *into* water and water *into* vapour. She burst *into* tears.

Note. (1) *In* and *Into*. 'Generally speaking, *into* is used after a verb implying *transmission*, while *in* follows a verb denoting *rest in* a place.—MCMORDIE.

(2) *In* is used to denote a future limit of time : as, *in* an hour. *Within* denotes *not longer in time than* ; as, *within* an hour.

Of.

171. *Of* is used to denote—

- (a) *Origin, source* : *of* a race of kings ; *of* noble blood.
- (b) *Possession or ownership* ; the power *of* the king.
- (c) Material of which anything is composed : a sword *of* steel, a throne *of* gold.
- (d) Part of an aggregate or whole : Some *of* his friends ; most *of* the company.

- (e) Source of a purpose or action : they went *of* their own accord.
 (f) Reference to a thing ; to boast *of* one's achievements.
 (g) Apposition : the city *of* Rome ; a jewel *of* a wife.
 (h) Place or time : the men *of* Athens ; in the days *of* Herod.
 (i) During, in the course of : *of* an evening.

172. On, Upon. *On* expresses the ideas of—

- (1) *Rest*, as, *on* the table.
 (2) *Time*, as, *on* Monday.
 (3) *Cause*, as, *on* this account.

173. To. The primary meaning is *movement towards* :—

- (1) *In the direction of*, aim or purpose, as, he ran *to* the hut.
 (2) *Union, opposition*, as, 'hand *to* hand' 'face *to* face.'
 (3) *Comparison*, as, 'ten *to* one.'
 (4) *Adaptation*, as, 'It is an occupation *to* my taste.'

174. With—It expresses the ideas of—

- (1) *Company*, as, 'he came *with* his son.'
 (2) *Notwithstanding*.—*With* all his learning, he had but little prudence.
 (3) *Cause, instrumentality, means*, as, 'fed *with* the same food.'

175. Certain words are followed by **appropriate** prepositions. The use of a different preposition is regarded as a violation of idiom ; for instance, we should say absent *from* and not absent *to*.

Appropriate Prepositions.

Abide <i>in</i> a house, <i>at</i> a place, <i>by</i> a decision or contract, <i>with</i> a person.	Acquiesce <i>in</i> a decision.
Able <i>in</i> discussion.	Acquit <i>of</i> a charge.
Abound <i>in</i> a place, <i>with</i> something.	Act <i>for</i> a person, <i>from</i> fear, <i>under</i> orders, <i>on</i> or <i>upon</i> advice.
Absent <i>from</i> school, office, <i>on</i> sick-leave.	Adapted <i>to</i> a thing, <i>for</i> a purpose.
Accompanied <i>by</i> a person, <i>with</i> statements.	Adapted <i>to</i> (intentional), <i>for</i> (by nature.)
Accede <i>to</i> a request.	Admission (access) <i>to</i> , (entrance) <i>into</i> .
Accord <i>with</i> (when intrans.), <i>to</i> (when trans.)	Admit <i>to</i> , <i>into</i> a school, <i>of</i> a meaning.
Accountable <i>to</i> a person, <i>for</i> a thing.	Advantage <i>of</i> position, <i>over</i> a person.
Accused <i>of</i> a crime, <i>by</i> a person.	Affection <i>for</i> a person.
Acquire <i>by</i> practice, <i>with</i> difficulty.	Agree <i>with</i> a person, <i>to</i> a proposal.
	Aim <i>at</i> an object.
	Alienated <i>from</i> friends.

Alight *from* a horse or carriage,
on the ground, *at* a place.

Allowable *for* a person, *in* a thing.

Allude *to* a fact.

Amount *to* a hundred, etc.

Analogy *between, to, with* ; as, there is an analogy *between* two objects, or one thing has an analogy *to* or *with* another. "When one of the things precedes a verb, and the other follows, the preposition must be *to* or *with*."

Angry *with* a person, *at* a thing.

Annoyed *with* a person, *at* a circumstance.

Answer *to* a letter or a question, *for* one's conduct.

Anxious *for* promotion, *about* the result.

Apology *for* some fault.

Appeal *to* a person, *for* some favour, *against* some wrong.

Apply *to* a person, *for* anything.

Argue *with* a person, *from* facts *for* or *against* temptation.

Arrive *at* a place (small town or village), *in* (a large town or country).

Ask *of* a person *for* something.

Assist *with* money, *in* a matter.

Assist *at* = attend for taking part in.

Attacked *with* a disease, *by* an enemy.

Attend *to* (listen), *on* (wait on a person), *at* (be present at a place.)

Authority *of* person *over* others.

Averse *to* or *from* labour.

Avert *from* a person.

Awarded *to* a person, *for* some excellence.

Beat *off* an enemy, *against* the shore.

Beg *of* a person, *for* something.

Belong *to* a person.

Believe in one's honesty.

Beset *with* dangers.

Bestow (a thing) *on* or *upon* (a person) = confer some favour on.

Betray *to* a person, *into* anything.

Blind *of* an eye, *to* one's weakness. Cf. He is blind *to* his own interests.

Blush *at* one's misconduct, *for* one's good name.

Boast *of* skill etc.

Bred *in* poverty, *to* a profession.

Burst *in* (enter suddenly and forcibly) a city, *upon* a person or thing.

Busy *at* (work), *in* doing something, *with* (some particular work.)

Buy *of* a person, *with* something.

Call *at* a place, *for* something, *on* or *upon* a person.

Carry *on* (business, trade etc.) *out* (execute), *through* (sustain a person in the midst of difficulties.)

Cast *down* (deject or depress), *up* an account, *on* a shore.

Change *for* a thing, *with* a person.

Charge a person *with* crime, a thing is charged *on* a person or agent, or *to* one's account.

Close (adj.) *to* = near, (verb) *with* = contend in close fight with an enemy.

Coincidence *in* opinion, *between* two things.

Combat (noun) *between* two, (verb) *with* difficulty.

Come *by* = obtain accidentally,

Come *of* = be born of.

Commit *to* memory.

Compare *with*, to show difference *i.e.*, to show relative value or excellence.

Compare *to* (to show likeness or

- resemblance,) Compare *to* is generally used by way of illustration ; as, 'Anger may be compared *to* fire.'
- Compete *with* one, *for* a prize.
- Competent *for* a post.
- Complain *against* one of a thing, *to* a person.
- Comply *with* a request.
- Concur *with* (a person,) *in* (opinion.)
- Confer *on, upon* (give to) : *with* (talk with) a person.
- Confide *in* (trust in), *to* (entrust to)
- Conform *to* (follow a rule, *with* (agree with) one's views.
- Congratulate (one) *on* (one's success.)
- Consist *of*=to be composed of, (used of concrete things), *in*=to be comprised in (used of abstract things).
- Contend *with* rivals *for* something, *against* enemies.
- Contrast *with* (comparison), *to* (opposition).
- Convenient *to* (a person) *for* (a purpose.)
- Conversant *with* (person), *in* (affairs.)
- Converse *with* a person, *on, about* a subject.
- Convert *into*=change into, convert *to*=cause one to renounce one's own religion and embrace another.
- Copy *from* a book, *after* a model
- Correspond *to* or *with* (a thing) = tally with, resemble.
- Correspond *with* (a person)=hold intercourse with one by letters.
- Count upon *one's* help, *for* nothing.
- Cure (one) *of* some disease or evil.
- Deal *with* a person or matters, *in* (articles.), *against* enemies.
- Delighted *with* success, *in* doing something, *at* an opportunity.
- Dependent *on* (a person), *for* (food.)
- Die *of* disease, *by* violence, *for* a cause.
- Differ *from* (a person,) *in* (opinion,) *on* (some point)=disagree *with* one *in* some respect *on* some point or subject.
- Differ *from* (a statement or opinion,) =to be unlike. Differ *with* (a person)=to be at variance.
- Difference *with* (a person,) *between* (things).
- Disappointed *of* (what we cannot get), *in* (what we have got.)
- Disgusted *with* a person, *at* a thing.
- Displeased *with* a person, *at* one's conduct.
- Dispute *with* a person, *in, about* a thing.
- Distinguish *between* two, one *from* another.
- Disqualified *from* competing *for* a post.
- Divide *between* two, *among* three or more, *into* parts.
- Due *to* a creditor, *from, by* a debtor.
- Dull *of* hearing, *at* work.
- Dwell *in* a country, *at* a place, *among* persons, *upon* a subject.
- Eager *in* pursuit, *for* distinction, *of, after* something.
- Eligible *for* a post, *to* office.
- Embark *on* board, *for* a place, *in* an undertaking.
- Encroach *on* or *upon* one's rights.
- Engaged *in* work ; *to* a lady (for marriage).
- Enter *into*=begin, take part in.
- Enter *upon*=begin, undertake.
- Enter *upon* a career.
- Excel *in*=surpass. Excel *in* knowledge.

Exception *from* a rule, *to* a statement.

Exchange *for* a substitute, *with* a person.

Expert *in*; as, Expert *in* surgery; but *at* before an active participle; as, "Expert *at* discerning truth from falsehood".

Expose *to* = render one liable to.

Exult *over* a defeated enemy, Exult *in* = feel pleasure in, 'They even exult *in* calamity.'

Fail *in* one's attempt, *of* one's purpose.

Fall *from* a tree, *in* (love) *into* (a worse state), *upon* = attack.

Familiar *to* = well known to one.

Familiar *with* = well acquainted with a person or thing.

Fight *for* (one's country), *against*, *with* (an enemy.)

Fire *at* an object, fired *with* the wish.

Firm *in* purpose, *to* a person.

Fix *upon* a place, *in* the mind.

Flee *from* one place *to* another.

Fly *above* the earth, *beyond* the reach, *from* something.

Free *of* charges, *from* cares.

Furnish one *with* a thing, furnish a thing *to* a person.

Gaze *at* a person or thing in wonder, *on* a prospect or landscape, *in* admiration.

Get *at* = reach; *by* = obtain; *into* = enter; *on* = proceed; *over* = overcome: as, to get *over* a difficulty.

Glad *of* (a possession), *at* (a piece of news).

Glance *at* an object, *over* a book.

Go *about* = go in all directions; *beyond* the reach of, go *by* a name, go *for* = pass for, go *on* = continue.

Good *for* nothing, *at* some subject.

Grateful *to* a person, *for* a favour.

Ground *in* truth, *on* a rock.

Guard *against* (some evil.)

Guilty *of* some crime).

Happen *in* a place, *at* any time, *to* a person, *by* chance.

Hear *from* a person, *of* some thing, *by* post.

Hope *for* — expect.

Hostile *to* — opposed to.

Impose *on* (a person).

Indebted *to* a person, *for* a thing, *in* a large sum.

Indignant *at* one's conduct, *with* a person.

Indulge *in* smoking, oneself *with* wine. Indulge *with*, when a thing is not habitual, *in* when habitual; as 'He indulged himself *with* a glass of wine, 'He indulges himself *in* sloth.'

Inquire *after* (generally one's health) *of* (a person) *into* (a subject), *for* (something).

Intrude *into* (some subject or place), *upon* (a person).

Intrust one *with* a thing.

Intrust a thing *to* a person.

Invest *in* (fund or some speculation), *with* (powers).

Involved *in* debt.

Jealous *of* a person. "He was jealous of his colleagues."

Jest *at*. 'We should not jest *at* sacred things.'

Judge *of* a person or thing. 'We should not judge harshly *of* what others do.'

Knock *at* a door, *for* something.

Know something *of* a person.

Know *of* is generally used with *none*, *one*, *some*, etc,

Laden *with* spoil.

Laugh *at* other's folly.

Lean *on* a staff, *against* a wall.

Level (adj.) *with*, (verb) *at*.

Liable *to* injury, *for* one's actions.

Listen *to* = hear attentively.

- Live *in* a house, *at* a place, *upon* vegetables, *with* his friends, *among* the mountains, *by* labour.
- Look *at* a person or thing, *on*, *upon* a person, *for* an absent object, *over* some writing.
- Long *for* benefits.
- Made *of* clay, *for* use, *by* a person.
- Manifest *to* many *by* proofs.
- Marry (one) *to* a person, *for* his riches.
- Martyr *for* a cause, *to* disease.
- Meddle *with* an affair.
- Meet (verb) *with*, (adjective) *for*.
- Mindful *of* one's duty.
- Mingle *in* society, etc., *with* a person or thing.
- Mistaken *for* another person, *in* one's judgment.
- Moved *at* the sight, *with* pity, *by* entreaties, *to* tears.
- Necessity *for* a thing, the necessity *of* the case.
- Need *of* (something), *for* (doing something, *of* or *for* (caution)).
- Notorious *for* one's crimes.
- Obedient *to* parents.
- Obliged *to* a person *for* something.
- Obstinate *in* one's conduct.
- Occupied *with* a business, *in* doing something.
- Offend (neuter) *against* the law.
- Offended (passive) *at* a thing, *by* a person.
- Officiate *for* a person, *in* a post.
- Opposed *to* man, *in* a cause.
- Originate *with* a person, *in* a thing.
- Part *with* (a thing), *from* a (person).
- Partake *of* food.
- Partiality *to*, *for* (person or thing.)
- Particular *on* a point, *in* a thing.
- Participate *with* a person.
- Pass *for* = be regarded as : pass *over* = overlook.
- Peculiar *to* (a person or a case).
- Penetrate *into* (a secret or a case).
- Penitent *for* (faults or sins).
- Perish *with* hunger, *by* the sword, *for* one's country.
- Persevere *in* something that is good.
- Persist *in* some course that is bad.
- Play *at* a game, *on* or *upon* a musical instrument, *with* a person.
- Pleased *with* a person, *at* a proposal.
- Plunge *into* the water,
- Polite *in* manners, *towards* others.
- Popular *with* men, *for* a thing.
- Possessed *of* wealth, *with* an idea.
- Power *over* a person.
- Pray *for* anything, *to* the Deity.
- Precedence *in* position, *over* another.
- Prevail *on* or *upon* a person = persuade, *over* — overcome; *on* a person to do something, *over* an enemy, *against* great odds.
- Prevent a person *from* doing something.
- Previous *to* = before : as, 'previous *to* his appointment.'
- Prey *on*, *upon* — corrode : as, 'to prey *upon* the mind.'
- Proceed *against* a person *from* some source, *on* principle, *with* a thing begun, *to* a new thing.
- Proof *of* guilt, *against* temptation.
- Profit *by* an example, trade ; etc.
- Protest *against* = object to ; as, to protest *against* a measure.
- Provide *for* persons, *against* casualties.
- Provided *with* means ; *for* an occasion.
- Pry *into* one's secret.
- Punish a person *with* fines, *for* his faults.

Put *up with* = bear ; 'to put *up with* an affront.'
 Put *on* clothes, *by* (lay aside), *off* = defer.
 Quake *with* fear, *at* the sight.
 Quarrel *with* some person, *over* something.
 Quick *at* (work), *in* (perception).
 Rail *at*, *against* a person, *on* a subject.
 Recoil *upon* (re-act), *from* (shrink)
 Reconcile *to* (a person), *with* a (statement).
 Reduce *under* (subdue), in other cases, *to*, *by*, as, 'reduced *to* poverty, *by* extravagance.'
 Refer *to* a person or subject.
 Reflect *on* = cast censure on ; think deeply over.
 Rejoice *at* or *in* = feel joy at, feel pleasure in.
 Relieve *from* distress.
 Remonstrate *with* (one), *against* a measure.
 Remove *from* one place *to* another, *by* an agent, *in* a vehicle.
 Repose *in* a person, *on* a bed.
 Responsible *to* one, *for* a thing.
 Request *of* a person, *for* something.
 Resemblance *to* a person or thing, *between* two.
 Rest *in*, *at*, *on*, *upon* (depend.)
 Result *in* = end in (a consequence), *from* = arise from (a course).
 Retire *from* service, *into* private life, *upon* a pension.
 Revolve *in* one's mind *on* an axis.
 Rob a person *of* a thing.
 Run *against* a post, *for* a prize, *over* a person, *into* a house. *to* a place, *along* a road.
 Safe *in* a place, *from* danger.
 Satisfy (one) *of*.
 Satisfied (convinced) *of* a fact, (pleased) *with* a person.

Second *to* none, *in* zeal.
 Severe *in* his remarks, *against* a person.
 Sick *of* doing nothing.
 Sink *into* (fall) into a pond, *in* mire, *beneath* the yoke, *under* = fail in strength by reason of, as, 'Sinking *under* bodily disease.'
 Situated *on* a hill, *in* a valley.
 Skilful (when a noun follows) *in* or *at* ; as "Skilful *in* contrivance." "Skilful *at* contriving."
 Slow *in* motion, *of* speech, *at* one's business.
 Smile *at* (deride) one's fault, *upon* (favour) one.
 Stare *at* a person, *in* the face.
 Start *for* a place *from* another, *at* something sudden : Cf. 'I start *at* the sound of my own.'
 Stretch *towards* an object *beyond* one's strength.
 Strike *at* (give a blow to), *for* (make a strong effort to get). *into* (penetrate into), *on* or *upon* (be stranded upon).
 Strike (one) *with* = excite some strong emotion in one.
 Succeed *to* (inherit) property, *in* an undertaking.
 Sympathise *with* a person.
 Sympathy *for* (commiseration *for*) (a person), *with* = fellow-feeling for one.
 Talk *of*, *about* something, *with* a person.
 Taste *of* (actual enjoyment), *for* (power of appreciating), as, taste *of* food, taste *for* music.
 Think *of* a person, *on* or *over* his advice.
 Thirst *for* or *after* (knowledge.)
 Tired *with* work, *of* waiting.
 Touch *at* (arrive), *on* a subject.
 Trade *in* merchandise, *with* a country or nation.

Translate <i>to</i> (remove from one place to another), <i>into</i> = render into another language.	Vie <i>with</i> a person.
Treat <i>of</i> a subject, a person <i>with</i> levity.	Wait <i>upon</i> a person, <i>for</i> (stay for) a parcel, <i>at</i> a house.
Trespass <i>on</i> (intrude upon) a man's time, <i>against</i> (violate) any rule.	Wanting <i>in</i> (generally used with abstract nouns) = deficient in, <i>to</i> = not found in.
Triumph <i>over</i> an enemy.	Warn a person <i>of</i> his danger, <i>against</i> doing a thing = caution one against (some evil).
True <i>to</i> (one's word).	Weary <i>of</i> a task, <i>with</i> toil.
Trust <i>in</i> God.	Write <i>to</i> a person, <i>on</i> or <i>about</i> a subject.
Turn <i>into</i> (translate) <i>on</i> (be directed to), <i>to</i> (look forward to).	Wonder <i>at</i> something strange.
Unite (in an active sense), <i>with</i> , (in a passive sense) <i>to</i> .	Worthy <i>of</i> = deserving of.
Urge (one) <i>to</i> , <i>on</i> (one's consideration).	Yearn <i>for</i> a thing, <i>with</i> impatience.
Useful <i>to</i> a person, <i>for</i> anything.	Yield <i>to</i> the wishes of another.
Vested <i>in</i> a person, <i>for</i> a purpose.	Zeal <i>for</i> religion, liberty, etc.
	Zealous <i>for</i> liberty, honour, <i>in</i> a cause.

EXERCISE VI.

1. Define a Preposition. Into what three classes are Prepositions divided? Give three examples of each.
2. What relations are expressed by Prepositions in English?
3. Where are prepositions usually placed?
4. Give with examples the meanings of :—
about, after, at, by, for, to and *with*.
5. Construct sentences illustrating some of the principal uses of *for* and *of*.
6. Distinguish between the uses of *in* and *into*.
7. Give the meanings of the prepositions in :—
(a) 'He lives *above* his means.'
(b) 'He is named *after* his father.'
(c) 'He will be here *by* two o'clock.'
(d) 'He fought *for* his country.'
(e) '*For* all his efforts, he remained poor.'
(f) '*With* all his learning, he had but little prudence.'
8. 'Write short sentences containing each of the following words first as an *Adverb* and then as a *Preposition* :—
Behind. By. Before. About. Since. Near. Beyond.

9. Put appropriate prepositions after—*angry, ask, bestow, call, compare, comply, deal, differ, die, familiar, judge, live, pray, play, reconcile, skilful, store, trespass, useful, write, worthy, and zeal.*

10. State the rules for the position of Prepositions.

11. Fill up the blanks with appropriate prepositions :—

His affection—children is very great. He went—Hughly—Calcutta.

This tank is full—water. He has profited—my loss. He has as much reason to be angry—him as—me. I was—the garden—the time.

I have a great liking—him. I congratulate you—your success—the examination. I am precluded—taking any share—this matter. The Ganges is sacred—the Hindus. I differ—you—opinion. The man is accused—theft—the police.

CHAPTER VIII.

176. A **Conjunction** is a word that joins words and sentences together.

177. **Distinction between Conjunctions and Prepositions**—A Conjunction differs from a Preposition in not being used with a noun to make a qualifying phrase.

Note.—A preposition is a **noun-connecting** word, whereas a conjunction is a **sentence-joining** word.

178. Conjunctions are of two kinds—

(i) Co-ordinative ; and (ii) Subordinative.

(1) **Co-ordinative Conjunctions** are those that connect words, phrases, or clauses, of equal grammatical rank ; as, 'the wind blew *and* the rain poured.' They are *and, both, but, also, either—or, neither—nor.*

Co-ordinative Conjunctions may be divided into the following principal clauses—

(1) **Copulative**, joining similar parts ; as, *and, both, also, besides.*

(2) **Adversative**, expressing opposition ; as, *but, however, still, yet, or, else, otherwise.*

- (3) **Alternative**, implying a choice between two statements, as, *either—or, neither—nor, whether—or.*
- (4) **Illative**, expressing cause or consequence ; as, *for, therefore, hence, consequently, then, so then.*

Subordinative Conjunctions are those that connect subordinate sentences with the principal sentence to which they are subordinate ; as, *after, although, if, unless, than.*

Subordinative Conjunctions may be classified as :—

- (1) Conjunctions of **Time** as, *after, before, ere, since, till, until, when, while, as.*
- (2) Conjunctions of **Place** ; as, *where, whence.*
- (3) Conjunctions of **Manner and Comparison** ; as, *as, as, than.*
- (4) Conjunctions of **Cause or Reason** ; as, *because, for, since, as, whereas, (seeing) that.*
- (5) Conjunctions of **End or Purpose** ; as, *that, (in order) that.*
- (6) Conjunctions of **Condition or Supposition** ; as, *if, unless, except, provided or provided that, supposing.*
- (7) Conjunctions of **Concession** ; as, *though, although, albeit.*

179. Compound Conjunctions—Certain phrases performing the office of Conjunctions may be called **Compound Conjunctions** ; as, *as if, as though, as well as, as soon as, seeing that, in order that.*

180. Conjunctions have no inflexions, and therefore in order to parse them, we are only to say what words or sentences they join together.

Use and Meanings of Certain Conjunctions.

(i) **Also** means, in addition, beside. It denotes that what follows is *all so*, or entirely like that which precedes it. The word *likewise* meaning 'in like manner' is more specific than *also*. "It implies," says Whately, 'some connection or agreement between the words it unites. We may say, 'He is a poet and *likewise* a musician' ; but we should not say, 'He is a prince and *likewise* a musician,' because there is no natural connection between these qualities."

Mr. Graham in his *English Synonyms* observes that the chief distinction between *also* and *likewise* is "that *also* classes together things or qualities, whilst *likewise* couples actions or states of being. Thus, 'In Sion *also* not unsung' i.e., as well as in other places. He did it *likewise* i.e., in the same manner as others."

(ii) **And** is used in two senses, (i) the ordinary copulative sense, (ii) rarely as a hypothetical conjunction meaning *if*; as, 'I will not go out *and* it rains.'

(iii) **As** is a contraction of "all so" and means sometimes "in which way," sometimes, 'in that way'. It is an emphatic form of "so." Compare "He is not *so* clever *as* you" and "He is *as* clever *as* you." Sometimes both forms are used—"so or *as* far *as* I know."

As is used with nouns (1) sometimes for "being" *i.e.*, "since he is;" (2) sometimes it seems to be loosely used for *like*, "in the character of."—ABBOTT.

(1) '*As* (being) a foreigner he claims our special consideration.'

(2) '*As* (in the character of) an author he did not succeed.'

Dr. Abbott says that the original meaning of 'as' can be used to explain these sentences :—

(1) "He claims our special consideration *in the way in which* a foreigner (would naturally claim it)."

(2) "He did not succeed in the way in which an author (would be said to succeed.)" *As* in (1) and (2) means "in the way in which."

As is sometimes used for "though;" as, 'Poor *as* he was, he was honest.' When *as* means *though*, it follows an adjective.

As also means *since, because*; as, 'I love you, *as* you are an honest man.'

(iv) **As well as** lays great stress on the union, but in most cases more particularly on the first member; as, 'he *as well as* you, is more forcible than 'he *and* you.' It is sometimes used in the sense of comparison: as, Cæsar *as well as* Cicero was remarkable for eloquence.

(v) **Because** denotes *reason*: 'The crop failed *because* the season was dry.'

(vi) **But**.—This word is used in different parts of speech. When used (1) as a *subordinative conjunction*, it means *except, unless, if not*; as, he was all *but* killed; (2) *As a co-ordinative conjunction* it means, *still, on the other hand, however*; as, he is poor *but* honest.' (3) *As an adversative conjunction* it is used after the words "not" "no sooner," "scarcely" and other words implying a negative; as, "No sooner did he hear her *but* he burst into a passion;" "I had scarcely gone a mile *but* I met her again."

The characteristic meaning of 'but' is seen when something has been said that suggests, according to the usual course of things, a certain other fact, or conclusion which, however, does not follow in the case in question *e.g.* He was honest *but* he was not esteemed.

(vii) **But for** means *if it had not been for*. "*But for* you, we

should have failed," *i.e.*, if it had *not* been (otherwise) *for* (because of) you, we should have failed.

(viii) **Except** meaning *unless, if not* ; as, '*Except ye shall all likewise perish.*'

For is generally used in giving what is called *the logical* reason or proof, and in explaining or *accounting for* a thing ; as, 'he is sad, *for* his brother is dangerously ill.'

(ix) **However**, as a co-ordinate conjunction, is a contraction of "however it be." It has the peculiarity of being often placed in the middle of a sentence or clause ; as, "that course, *however*, he was not inclined to take." It is then equivalent to *but*. Secondly, it means *be that as it may*. The word is also used as an adverb and means *in whatever degree* ; as, "*However* bad he may be, he is not absolutely incorrigible."

(x) **If**—When a thing is stated not absolutely or unconditionally but under a certain condition, supposition, &c., "If" is the principal word for expressing the condition ; as, 'I will, *if* I can.'

It is used in three senses (1) *whether* ; as, 'ask him *if* he is all right now ; (2) *on condition that, granting that, admitting that* ; as, '*if* exercise throws off all superfluities, temperance preserves them.' (3) *it is true that, as* ; "If I have not hitherto spoken" said she, "it is because nature refused to answer to such an accusation."

It is often used with Nouns, Adjectives and Adverbs, the verb being omitted ; as, '*if* not to-morrow, we shall at all events arrive next day.'

(xi) **Lest** is a contraction for "by which the *least* or *less*." 'Be careful *lest* you make a mistake'. (*i.e.*,) *by which* (case) you may *the less* (probably) make a mistake. *Lest* means *that not, for fear that* ; study hard *lest* you fail to pass the test.'

(xii) **Now** is used as a conjunction to introduce an *inference* or an *explanation*. If we say "Now that you have finished your work you may go," *now* is an adverb, having the clause that follows in apposition to it. If we say "Now you have finished your work you may go", "*now* has absorbed into itself the connective force of *that* and become a conjunction."—MASON.

(xiii) **Only**, when placed at the beginning of an assertion, is a conjunction meaning *but* ; as, 'Do as you please ; *only* let your intention be apparent'.

(xiv) **Or** means (a) *alternative* ; as, this *or* that, (b) *alternative name* or *synonym*, the thing being the same ; Christ *or* (that is) the Messiah. (c) *otherwise* : 'You must study hard, *or* you cannot succeed.'

(xv) **Since** means *because, seeing that* ; 'Since you desire it, I will look into the matter.'

(xvi) **Still** is used instead of *yet*. It is equivalent to *but*: 'Everything went against him; *still* he persisted.'

(xvii) **That** is used to introduce a clause, as the subject or the object of a verb or in apposition to a substantive; as, '*That* he is a good boy is known to all;' 'every one knows *that* the earth is round.' 'The notion *that* such a plan is possible is absurd.'

The word *that*, as Mason remarks, was originally simply the neuter demonstrative pronoun used as the representative of a sentence to show its grammatical relation to some other sentence. Thus, 'I know *that* he said so' means 'He said so' I know *that*, or I know *that*, namely, 'he said so.'

A Noun clause is always introduced by the conjunction *that*. It is frequently omitted before an object clause: 'I fear *we shall be late*.'

That is the chief conjunction of *end* or *purpose*: 'We sow, *that* we may reap.'

It is sometimes used for 'for that,' 'in that,' 'because' after verbs of rejoicing and sorrowing:—'I am sorry *that* (*i.e.* because) I want to go, but that I have an engagement.'

That is also used for *so that* in impassioned questions:—"Is he an oracle (so) that we are to regard him as infallible?"

(xviii) **So that** is sometimes used to express a *condition*; "You may go where you like, *so that* you are back by five."

(xix) **Than** is another form of the word *then*, equivalent to *when*, a conjunctive adverb. In this sense it was used after comparatives to introduce the *standard of comparison*. "John is taller than Charles" meant originally "When Charles is tall (*i.e.* when the tallness of Charles is regarded, John is taller," "He came sooner than I expected" = "When I expected him to come soon, he came sooner." "I have no other home than this" = "When I have this, I have no other home." Clauses beginning with *than* are usually elliptical.—MASON.

When a Noun or Pronoun follows *than*, we cannot say whether it is subject or object, until we have supplied the implied Verb or Preposition; as, 'He loves him more than I' (*i.e.*) more than I love him.

'He loves him more than me' (*i.e.*) more than he loves me.'

After *than* the conjunction *that* is sometimes omitted, perhaps for euphony as well as for brevity:—"Rather *than* (that) he should be punished I would make a sacrifice.'

In such sentences, '*than* whom there was no better man in the assembly,' *than* is regarded by some as a preposition.

(xx) **Unless** is a Compound of *on* and the comparative *less*. 'He will be ruined *unless* you help him' means "He will be ruined if

matters stop at *less than* your helping him" (*i.e.*) "stop short of your helping him."

It is a conjunction of *negative* condition like *except*. It means *if not*. 'Unless I hear to the contrary I will be there.' As *unless* is equivalent to *if not*, it is wrong to use *not* after *unless*; Thus it is wrong to say, "*unless* you do not work hard you will fail."

(xxi) **Whereas** means (1) *on the contrary*; as 'I told you to read, *whereas* you are wasting your time in useless talk'; (2) *since, because*; *whereas* it is expedient to amend the law of limitation, it is enacted &c.

Compound Conjunctions.

181. **As if** is elliptical, there being some words understood after *as*.

As if and **As though** are often used where the consequent is omitted:—

'He speaks *as if* he were mad.' He speaks *as he would* have spoken *if* he were mad.

'He loved her *as* (he would have loved her) *if* she had been his own daughter.

He loved her *as* (much as he could have loved her, for he could not have loved her more) *though* she had been his own daughter.

"The stones did rattle underneath,
As if Cheapside were mad."

As if = *As* (they might rattle) *if* Cheapside were mad.

Correlatives.

182. Conjunctions which go in pairs are called **Correlatives**. They are *not—but*, *not only—but also*, *both—and*, *either—or*, *neither—nor*, *so—as*, *so—that*, *as—so*, *whether—or*.

When words are used correlatively, care should be taken that they come before the words compared, contrasted or emphasised. Each member of the pair should come before the same part of speech.—SALMON.

EXAMPLES.

Not—but.—The wise ruler aims *not* at the punishment of offenders, *but* at the prevention of offences.'

Not—but only.—'He strove *not* to punish offenders, *but only* to prevent offences.'

Not only—but.—'*Not only* he, *but* his brother did it.

Both—and.—‘He was *both* fined *and* imprisoned.’

Either—or.—‘He may *either* walk *or* ride.’

Neither——nor.—‘*Neither* Ram *nor* Syam was present.’

Whether—or.—‘Tell me *whether* you *or* your brother likes it.’

Other examples of correlatives are :—

Other—than : ‘No *other* boy in the class *than* Ram could do the sum.’

Former—latter \ “Virtue and vice are opposite to each
This—that / other ; the *former* ennobles the mind,
the *latter* debases it,” or, “*this* debases the mind, *that* ennobles
it.”

Same—as, expressing *similarity* ; as, ‘your paper is of the
same kind *as* mine.’

The one—the other ; as, ‘the *one* is good, the *other* is
bad.’

Such—as implying *consequence*. The word *as* after *such* is
often followed by an infinitive ; as, ‘the hurt was *such as* to
cause death.’

Such—that, denoting *consequence* ; as, “His diligence was
such that his friends were confident of his success.”

As – as, expressing *equality* ; it is equivalent to *in the same
degree that* ; as, ‘He is *as* good *as* she.’

As – so, expressing *likeness* ; as, “*As* the stars, *so* shall thy
seed be.”

When *as* means *because*, its correlative *so* is not used ; as
‘*As* I am unable to sit in the class, *so* kindly allow me to go
home’ is wrong.

‘*As*’ signifying *when*, *which* or *because* is generally used
without *so*.’ HILEY.

So after a negative requires *as* ; “He is not *so* rich *as*
you are.”

So – as ; ‘Be *so* good *as* to lend me your book for a month.’

So—that, expressing *consequence* ; ‘He was *so* weak *that*
he was unable to walk.’

Rather—than ; as, ‘He would *rather* die *than* submit to
such an insult.’

Scarcely or hardly—when or before ; ‘He had *scarcely* (or *hardly*) left the room *when* (or *before*) his enemy fell upon him.’

Other—besides ; as, ‘*Other* things *besides* pens are required.’

Other, when followed by *than*, conveys a notion of comparison. When no comparison is intended, *other* is followed by *besides*, *as well as*, etc. ; as, ‘I have *other* books *besides* these.’ *Other*, with a negative preceding it, may also be followed by *but* ; as, ‘I have no other book *but* this.’—*Hints*, p. 95.

No sooner—than ; as, ‘*No sooner* did the sun appear on the horizon *than* all their boats were manned.’

N.B.—When *no sooner* begins a sentence the verb must precede its nominative. It is incorrect to write. ‘*No sooner* he came’ for ‘*No sooner* did he come.’

Though—yet. After *though*, *yet* is often suppressed ; as, ‘*Though* he is rich, he is not proud.’

EXERCISE VII.

1. What is a conjunction ? How does a preposition differ from a conjunction ? Mention some words that may be used both as prepositions and conjunctions.

2. How are conjunctions classified ? Give three examples of each class.

3. What are correlative conjunctions ? Name them. Give the correlatives of *either*, *though*, *both*, *so*. Illustrate each by a sentence.

4. Illustrate by short sentences the various uses of the following conjunctions :—

And, But, Except, If, Lest, Since, Than.

5. Fill up the blanks with co-ordinate conjunctions :—

Give me a slate—a pencil. I shall not give it to you,—to your brother. God is our Father,—we will obey Him. Take the one—the other. He ran to the station—he missed the train. Art is long,—time is fleeting. Be just,—fear not. We know what we are,—know not what we may be. Give me—poverty—riches. He does not deserve to succeed,—he will not put forth effort.

6. Insert subordinate conjunctions in the following blanks :—

Be silent,—you may hear. Make no rash promises—you should be unable to fulfil them. The horse could not go further—it was tired. Stay here—your father returns. I would grant your request—I could. Live well—you may die well. Speak clearly,—you would be understood.

7. Comment on the use and the meaning of each of the conjunctions in the following sentences :—

- (a) 'He was all *but* killed.'
- (b) 'I love you *as* you are an honest man.'
- (c) '*However* bad he may be, he is not absolutely incorrigible.'
- (d) 'We sow *that* we may reap.'
- (e) '*Unless* I am driven out, I will be there.'

8. Give examples of *but* used as an Adverb, a Preposition, a Relative and a Conjunction.

CHAPTER IX.

INTERJECTIONS.

183. An **Interjection** is merely an exclamation uttered to indicate some strong feeling or emotion : as *Ah ! Oh ! alas !*

Note.—The Interjection is not properly a 'Part of Speech,' as it has no grammatical connection with any other word in the sentence.

184. Interjectional phrases—There are certain phrases (consisting of two or more words) which are sometimes used as interjections ; as, *Ah me ! Good Heavens !*

Interjections may express —

- (1) Joy ; as, *hurrah ! huzzah !*
- (2) Pain or suffering ; *O ! Oh ! Ah ! alas !*
- (3) Surprise, as, *ha ! lo ! what !*
- (4) Approval ; as, *bravo !*
- (5) Disapproval ; as, *fie ! fudge !*
- (6) A Desire to call attention ; as, *ho ! halloo !*

EXERCISE VIII.

1. What are Interjections ? Say why some grammarians refuse to include them among the Parts of Speech.

2. Point out the Interjections in the following sentences and say what they express :—

- (a) Alas ! I am undone.
- (b) Hush ! it is the dead of night.
- (c) Alas ! I have nor hope nor health.
- (d) Oh ! the boat is safe enough.
- (e) Hark ! hark ! the lark at heaven's gate sings.
- (f) Ho ! ho ! no ! quoth the Giant, shaking his mountainous sides.

- (g) Halloo, brother Antaeus ! get up this minute.
 (h) Aha ! then I'll soon satisfy you.
 (i) But, alas me !
 (j) 'Alas ! my dear children' answered poor queen
 Telephassa.
 (k) Ho ! ho ! I ask your pardon.
 (l) Ha ! do you smell the feast ?
 (m) "Ha !" thought Mother Ceres, examining it by torch-
 light.

THE SAME WORDS USED AS DIFFERENT PARTS OF SPEECH.

About is used as—

1. A **Preposition**, when it governs a noun ; as, 'He walked *about* the room.'
2. An **Adverb**, when it modifies a verb or adjective ; as, 'He *is about* to leave Calcutta' : 'the wall is *about* ten feet high.'

Above is used as—

1. A **Preposition** ; as, 'He laid one book *above* the other.'
2. An **Adverb** ; as, 'One was below, the others *above*.'
3. An **Adjective** ; as, 'The *above* examples are useful.'

After is used as—

1. An **Adjective** ; as, 'The *after* part of the performance was very clear.'
2. **Adverb** ; 'They arrived soon *after*.'
3. **Preposition** ; as, 'He came *after* 4 o'clock ;' 'He ran *after* me.'
4. A **Conjunction** ; as, 'William came *after* James had left.'

All is used as—

1. A **Noun** ; as, 'Our *all* is at stake.'
2. A **Substantive Pronoun** ; as, '*All* is lost.'—*Hints*.
3. An **Adjective** ; as, '*All* men are mortal.'
4. An **Adverb** ; as, 'It is *all* over with him.' 'He is *all* for amusement.'

Alone is used as—

1. An **Adjective**, when it qualifies a noun ; as, 'The man *alone* was there.'
2. An **Adverb**, when it modifies a verb ; as, 'He came *alone*.'

As is used as—

1. A **Conjunction** ; as, "*As* he is unwell, he went home."
2. A **Conjunctive Adverb** ; as, 'He is as good *as* his brother.'
3. A **Relative Pronoun** ; as, 'Give me such things *as* I want.'

Back is used as—

1. A **Noun** ; as, 'You may find him at the *back* of my house.'
2. An **Adjective** ; as, 'He fled by a *back* door.'
3. A **Verb** ; as, 'There is none to *back* me.'
4. An **Adverb** ; as, 'He came *back* from Madhupur.'

Before is used as—

1. A **Preposition** ; as, 'He went *before* 4 o'clock.'
2. A **Conjunction** ; as, 'The conspiracy had been discovered *before* it was ripe.'
3. An **Adverb** ; as, 'It was known *before*.'

Both is used as—

1. An **Adjective** ; as, '*Both* horses ran away.'
2. A **Pronoun** ; as, '*Both* of them are good boys.'
3. A **Conjunction** ; as, 'He is *both* able and willing to help.'

But is used as—

1. A **Preposition** ; as, 'Nothing *but* truth.'
2. A **Conjunction** ; as, 'I went to his house, *but* he was away.'
3. An **Adverb** ; as, 'The child is *but* two months old.'
4. A **Relative Pronoun** ; as, 'There was no one *but* liked him.'

Down is used as—

1. A **Noun** ; as, 'The ups and *downs* of life.'
2. An **Adjective** ; as, 'The *down* train is late to-day.'
3. An **Adverb** ; as, 'The moon is *down*.'
4. A **Preposition** ; as, 'He sailed *down* the stream.'

Either is used as—

1. An **Adjective** ; as, '*Either* book will do.'
2. A **Pronoun** ; as, '*Either* of them was present.'
3. A **Conjunction** ; as, '*Either* Ram *or* Hari may go.'

Else is used as—

1. An **Adjective**, always following the noun it qualifies ; as, 'Do you expect anything *else* ?'
2. A **Conjunction** ; as, 'I am not allowed, *else* I would do it.'
3. An **Adverb** ; as, 'I must go somewhere *else*.'

Enough is used as—

1. A **Noun** ; as, '*Enough* has been said on this subject.'
2. An **Adjective** ; as, 'I have not money *enough* to help you.'
3. An **Adverb** ; as, 'He has been punished *enough*.'

Note.—When *enough* is an adverb, it is placed *after* the adjective it qualifies : as, 'Base *enough* to kill myself—So base as to kill myself.' When it is an adjective it is often placed *after* the noun it qualifies ; as,

"He has not money *enough* for the purpose."

Even is used as—

1. An **Adjective** ; as, '*even* number ; *even* ground.'
2. A **Verb** ; as, "It will *even* all inequalities."
3. An **Adverb** ; as, "He has not *even* written a single line."

Except is used as—

1. A **Preposition** when it means *without* ; as, 'all were present *except* Ram.'
2. A **Conjunction** ; when it means *unless* ; as, 'You cannot succeed, *except* you labour hard.' It is better to use *unless* here.
3. A **Verb**, as, "You are *excepted* from the rule."

Few is used as—

1. An **Adjective** ; as, '*Few* boys are present to-day.'
2. A **Substantive Pronoun** ; as, "*Few*, *few* shall part where many meet"
3. A **Noun** ; as, 'The conflict between the *few* and the many.'

First is used as—

1. An **Adjective** ; as, 'Ram is the *first* boy in his class.'
2. An **Adverb** ; as, 'You should *first* do this, and then take a walk.'

For is used as—

1. A **Preposition** ; as, 'He fought *for* his country.'
2. **Conjunction** ; as, 'I cannot excuse him, *for* he is a very bad boy.'
3. An **Adverb** ; as, 'I was sent *for* quite unexpectedly.'

However is used as—

1. A **Conjunction** = *nevertheless* ; as, 'I shall not oppose your desire ; I cannot, *however*, approve of it.'
2. An **Adverb** = In whatever manner, way, or degree ; as, 'He will not accept it *however* valuable it is.'

Little is used as—

1. An **Adjective** ; as, 'a *little* sleep' ; '*little* care or diligence.'
2. A **Noun** ; as, 'Always promise *little*, but do much.'
3. An **Adverb** ; as, 'The poor sleep *little*.'

Many is used as—

1. An **Adjective** ; as, '*many* men were present.'
2. A **Substantive Pronoun** ; 'Few, few shall part where *many* meet.'
3. A **Noun** ; as, 'A great *many* of roses.'

More is used as—

1. A **Noun** ; as, '*More* has been done than I expected.'
2. An **Adjective** ; as, 'He has no *more* money with him.'
3. An **Adverb** ; 'He is no *more* happy than his brother.'

Much is used as—

1. A **Noun** ; as, 'Too *much* of anything is bad.'
2. An **Adjective** ; as, '*much* rain has fallen'
3. An **Adverb** ; as, 'He is *much* better now.' 'He did not *much* like the idea.'

Near is used as—

1. An **Adjective** ; as, 'a *near* relative.'
2. An **Adverb** ; as, 'Come *near*.'
3. **Preposition** ; as, 'The ship sailed *near* the land.'

Neither is used as—

1. An **Adjective** ; as, '*Neither* side will win.'
2. A **Pronoun** ; as, '*Neither* of them came.'
3. A **Conjunction** ; as, '*Neither* Ram nor Hari is present.'

No is used as—

1. An **Adjective** ; as, 'You have *no* business with fine folk.'
2. An **Adverb** ; as, 'It was *no* sooner said than done.'

None is used as—

1. A **Substantive Pronoun** ; as, '*None* but the brave deserve the fair.'
2. An **Adverb** ; as, 'He is *none* the better for your help.'

One is used as—

1. A **Noun** ; as, "All creatures love their young *ones*."
2. A **Pronoun** ; as, "One strife and a noble *one*," The second one is *pronoun* used for *strife*.
3. An **Indefinite Pronoun** ; as, *One* should love one's self.
4. An **Adjective** ; as, 'Only *one* boy at a time will be permitted to go out.'

Only is used as—

1. An **Adjective**=one alone, single ; as, 'He was the *only* man present.'
2. An **Adverb**=not more than ; as, 'He was aged *only* thirty-three.'
3. A **Conjunction**=save or except (that) ; as, 'Do as you please, *only* beware of the consequences.'

N.B.—A change in the position of the word *only* is likely to affect the meaning of the whole sentence ; *e.g.*

- (1) *Only* I hope to hear from him once more=I hope, nobody else does.
- (2) I *only* hope to hear from him once more=I hope, but I do not expect.
- (3) I hope *only* to hear from him once more=Only to hear, not to see.
- (4) I hope to hear *only* from him once more=From him, not from any one else.
- (5) I hope to hear from him *only* once more=Once, not for more times.

Next is used as—

1. An **Adjective** ; as, 'The *next* house belongs to Ram.'
2. A **Preposition** ; as, 'He sat *next* me.'
3. An **Adverb** ; as, 'They *next* started for Calcutta.'

Past is used as—

1. A Noun ; as, 'The *past* at least is secure.'
2. An Adjective ; as, 'The *past* days.'
3. An Adverb ; as, 'The alarm of drums swept *past*.'
4. A Preposition ; as, 'It was not *past* a doubt.'

Right is used as—

1. A Noun ; as, 'might is *right*.'
2. An Adjective ; as, 'The *right* hand ;' 'you are *right*.'
3. A Verb ; as, 'Every wrong will be *righted*.'
4. An Adverb ; as, '*right* reverend.'

Since is used as—

1. A Preposition ; as, 'He has been suffering from fever *since* yesterday.'
2. A Conjunction ; as, 'They may go home *since* they have got leave.'
3. An Adverb ; as, 'He came home long *since*.'

So is used as—

1. Pronoun , as, 'I thought him to be a good boy, and find him *so*.'
 2. An Adverb ; as, 'It is *so* hot to-day.'
 3. A Conjunction ; as, 'As you sow, *so* you shall reap.'
- So* is sometimes used to avoid the repetition of an adjective ; as, "I am sorry and *so* is he." Here *so* stands for *sorry*.

Some is used as—

1. An Adjective ; as, '*Some* men must help them.'
2. An Adverb ; as, '*Some* ten men are present.'
3. A Substantive Pronoun ; as, 'Give me *some* of your books.'

That is used as—

1. A Relative Pronoun ; as, 'The evil *that* men do lives after them.'
2. A Demonstrative Pronoun ; as, 'He mistook his room for *that* of a stranger.'
3. A Demonstrative Adjective ; as, '*That* man is a rogue.'
4. A Conjunction ; as, 'He said *that* he would go.'

The is used as—

1. An **Article** ; as, '*The* man whom I saw yesterday is dead.'
2. An **Adverb** ; as, '*The* more you study, *the* more learned you become.'

Till is used as—

1. A **Preposition** ; as, 'He must wait *till* noon.'
2. A **Conjunction** ; as, 'Wait *till* he comes back.'

Well is used as—

1. A **Noun** : as, 'a deep *well*.'
2. An **Adverb** ; as, 'He did his work *well*.'
3. A **Conjunction** ; as, 'The rain is over ; *well*, let us depart.'

Note—When *well* is a conjunction, it is used at the beginning of a sentence to indicate that what has gone before is quite satisfactory.

What is used as—

1. A **Relative Pronoun** ; as, 'Give him *what* you have in your pocket.'
2. An **Interrogative Pronoun** ; a, '*What* have you seen ?'
3. An **Interrogative Adjective** ; as, '*What* book is that ?'
4. An **Interjection** ; as, '*What* ! Silent all &c.'

While is used as—

1. A **Noun** : as, 'They waited for a long *while*.'
2. A **Verb** ; as, 'He *whiled* away his time.'
3. An **Adverb** ; as, '*While* sleeping.'
4. A **Conjunction** ; as, 'Make hay, *while* the sun shines.'

Worth is used as—

1. A **Noun** ; as, 'A man of no *worth*.'
2. An **Adjective** ; as, 'It is *worth* a guinea.'
3. A **Verb** ; as, 'Woe *worth* the day' (be to).

Worth is sometimes followed by a present participle ; as, 'A fact *worth* noticing.'

MISCELLANEOUS NOTES.**Much—Very—Too.**

Much is used with adjectives and adverbs in the comparative degree and past participles ; as he is much *better* now : 'he is *much* mistaken.' It is also used with adjectives in the *Superlative* degree, and is followed by *the* ; as, 'Jupiter is *much the* largest of the

Planets.' *Much*, besides being an adverb, is sometimes used as an adjective and is joined with *nouns of matter*. It then denotes *quantity*.—MACMORDIE.

Very is used with adjectives and adverbs in the positive degree and with imperfect participles used as adjectives ; as, it is *very sweet* to the taste ; 'he does his work *very quickly* ;' 'It is a *very interesting* book.' *Very* like *much* is used with adjectives in the superlative degree, but the definite article precedes it ; as, 'he is the *very best* boy in this class.'

Too, when it qualifies an adjective, is used to denote *defect from* or *excess over* a supposed correct or fit standard. In the use of *very* there is no such idea of fit limit implied—MACMORDIE. Hence, 'Honey is *too sweet*' for 'Honey is *very sweet*' is wrong, as there is no limit to the sweetness of Honey. *Too*, used with an adjective, is generally followed by an infinitive or a prepositional phrase with the word *for* ; as, 'It is *too hot to ride out (for a ride)* to day.' "When this phrase is omitted, *too* signifies *excess over what is enough, just, right, convenient, fitting or desirable*." e.g. 'He is *too kind*,' means that 'he is kinder than he should be.'—SHEPHARD.

Too is used in two senses :—(a) *also* ; as, "A honest courtier yet a patriot *too*."—(b) *More than enough* : as, "His will, *too strong* to bend, *too proud* to learn"—COWLEY. It has thus a negative force and signifies *more than what is proper, convenient or desirable*.

Too, when used as an adverb of comparison or degree, can always be changed into *so as not*, *so that not* ; e.g. 'He is *too weak* to walk,' expressed by *so as not*, is equal to 'He is so weak as not to be able to walk.' The same idea can also be expressed by *so that—not* ; as, 'he is so weak that he cannot walk.'

If *too* is followed by a negative phrase, it is then equivalent to *so as* or *so that* : as, "He is *too clever not* to prepare his lessons."—He is *so clever as* to prepare his lessons, or, he is so clever *that* he will prepare his lessons.

In such expressions as "I shall be only *too* glad to help you", *too* denotes exceedingly ; (i.e., so glad as to overlook any other consideration.)

All—Whole.

All—When the definite article 'the' or a possessive or a demonstrative pronoun is joined to the noun that *all* qualifies, *all* precedes the article or the pronoun ; as, *all* the cattle, *all* my labour, *all* his wealth.

All joined to a *singular* noun refers to *quantity* ; joined to a *plural* noun it refers to *number* ; 'All the corn was sold ;' 'All men are mortal.'

Whole.—*Whole* may be used with plural nouns ; as, 'whole nations.'

When used with *collective* nouns or *descriptive names* of countries it never takes *the* before it ; as, *whole districts*, *whole provinces*. It takes *the* before it when it is used before singular common nouns ; as, 'the *whole* city.' *All* is used before proper names of places, while *whole* is never so used except as a noun followed by "of", and preceded by 'the' as, *all Bengal*, *the whole of Bengal*.

Little—A Little ; Few—A Few.

Little.—As an adjective, it means small in quantity or amount ; brief ; as, *little* food, *little* sleep. When an adverb, it means 'in a small quantity or degree :' as, 'the poor sleep *little*.' A *little* = some ; as, 'he takes a *little* milk.' It is opposed to *none*. Both are sometimes used adverbially : as, 'he cares *little* for his master's words.' *Less* refers to *quantity* : as, 'a *less* sum', 'he has *less* than Rupees two with him.'

It is used both as an *adjective* and an *adverb* ; as, a horse of *less* value ; *less* beautiful.

Few—is opposed to *many*. It means a very small number ; as, *few* books. *A few* means *some*, and is opposed to *none* ; as, *a few* books.

Little—Small.

Little—wants dimension ; **small** wants extension. *Little* is opposed to big or great ; *small*, opposed to large, *Little* boys become big by growing. *Small* children become larger. A *little* piece does not present much surface to the eye.—GRAHAM.

Since—Ago—Before.

Since—*Since*, when a Preposition should always be followed by a word implying *a point of time* : as, I have been suffering from fever *since* yesterday. *Since*, when an adverb, means (a) 'from a definite past time until now' ; as 'he went a month ago ; I have not seen him *since*.' (b) In the time past, counting backward from the present. It is then equivalent to *ago* : as, I saw him six months *since*.

Ago.—*Ago* means *gone by*, *since* ; as, ten years *ago*.

When we use *since*, we begin with a past point of time and pass forward in thought to the present time. But when we use *ago*, we begin with the present time and go back in thought to a point of time in the past.—MACMORDIE.

Hence the following sentences are identical in meaning :—

"It is six months *since* your brother was married."

"Your brother was married six months *ago*."

Before.—*Before*, when a preposition, is to be used before a word denoting *a point of time* ; as, *before* 2 o'clock.

Before, when an adverb, means in time past, formerly, previously, as ; 'I knew this *before*.'

Before may refer to past or future time, and governs a word, phrase or clause denoting a *point of time* : e.g. 'He came here *before* last Friday,' 'he will come here *before* the first of the next month.' 'He arrived *before* me (I arrived), 'I will be here *before* he starts'. *Before* cannot govern an expression denoting a *period of time* 'I joined the class *before* a year,' should be a *year ago*. Also, *before* must have something to govern. 'I joined the class six months *before*' is wrong, but we may say 'I joined the class six months *before* the examination,' '*before* he left it'—SHEPHARD.

Since—From—For.

Since.—As *since* is always used before an expression denoting a *definite point of time*, as, *since* Saturday, *since* the 15th October, *since* 2 o'clock, it is wrong to use it before an expression denoting an indefinite period of time ; as, *since* a long time. In such cases, the proper word is *for*.

For—*For* is used before words implying a *period of time*, as, 'he will not be here *for* a month : ' 'he has been ill *for* a week.'

From—*From* is generally used to denote the point of time when an action begins, and is followed by a word implying a point of time and requires *to*, *till*, *until*, after it ; as, *From* sunrise *to* sunset.

By itself, *from* may also be used when the action is a continuous one or is constantly repeated ; as ; 'He has been lame *from* childhood'—*Hints*.

CAUTION :—*Before*, *from*, *since* and *till* govern a word denoting a *point of time*.

For and **Within** govern a word denoting a *point of time*.

Since refers to a point of past time, and shows that the action continues to the present. It is used with the *Perfect Tense*.

From is used before a point of time indicating the commencement of the action and is followed by *till* or *to* with a point of time showing the end of the action.

At—In.

At is used with reference to *points*, while *on* and *in* are used in reference to *places*. Hence *at* is used for a *point* of time, but *on*, *in*, for a *space* of time : as, *at* dawn, *at* noon, *at* sunset, *on* Friday, *in* the afternoon. Hence *at* is used for small places regarded as points, *in* for large places regarded as spaces ; as *in* London, *at* Clifton—ABBOTT.

When used figuratively *at* relates to *minor* operations ; as skilful *at* jumping, football, &c. ; *in* to *extensive* operations ; as, distinguished *in* war, &c —*Hints*.

In denotes the *sphere* of action regarded as *influencing* the agent e.g., *in* anger, '*in* haste,' '*At* denotes the *point* at which one rests

without the notion of *influence*, e.g., *at ease*, *at peace*, *at large*, *at rest*, *at leisure*—ABBOTT.

Again, we find that both the expressions *in the same time* and *at the same time* are in use, e.g. 'We arrived *in the same time*.' and 'we arrived *at the same time*.' The former has reference to the *length* of time, and means that the time taken was the same, say, two hours; the latter implies the same point of time, and means that the time of arrival was the same, say, at 2 o'clock.

Ought—Should.

Ought is a defective verb. It is used in the present and past tenses. When joined to a present infinitive it is in the present tense; as, you *ought* to obey, (*i.e.*), it is your duty to obey; when it is joined to the perfect infinitive it is in the past tense; as, you *ought* to have obeyed (*i.e.*), it was your duty to obey. The auxiliaries *should*, *could* are also used with the perfect infinitive in the same way.

Ought and **Should**—Both words imply obligation, but *ought* is the strong word. *Ought* denotes an obligation of duty, *should* may imply merely an obligation of propriety, &c.—WEBSTER.

Should—Would.

Should and **Would** follow the rules of *shall* and *will*.

Should means (1) *to be obliged, to be bound*; as, 'children *should* (*i.e. are bound to*) obey their parents'; (2) *to be going*; as, John says that he *should*, (*i.e., is going to*) help me.

Sometimes "should" is used where a condition is *implied* rather than expressed.—ABBOTT.

Would means (1) *to be willing*; as, 'he *would not* (*was not willing to*) help me'; (2) *to wish*; 'Although he was warned of the danger yet the foolish boy *would* (*willed, was determined to*) run upon the thin ice,' (3) *to like, to be accustomed to*; 'after breakfast he *would* (*liked to, was accustomed to*) generally take a walk.'

Preparatory 'It' and 'There'.

It—One use of *it* is known as the *Preparatory subject*, when the real subject comes after the Verb; as, '*It* is healthy *to walk*.' It is so called as it prepares the way for the real subject coming after the verb.

There—The adverb *there* is used in the same *preparatory* way, though of course it is not the subject; e.g. 'Once *there* was a little boy.' Here *there* does not mean *in that place*, but it simply prepares the way that something is coming. *There*, thus used, is a *Preparatory Adverb*.

The preparatory adverb *there* is used before the verbs *to be*, *come*, *appear*, *seem*, *dwell*, *exist*. '*There* is a man at the door.' '*There* appears to be no truth in the story.'

There so used is not an Adverb of place. 'There lived a man,' is quite different in meaning from 'a man lived there.' In the second sentence, *there* is an Adverb of Place ; in the first it is a *Preparatory Adverb*.

Expletive use of 'Why' and 'Well'.

'Why' and 'Well' are used as expletives.

(1) 'Why?' appears to have been originally thus used as an exclamation of impatience or surprise, equivalent to 'Why do you say this?' 'Why are you surprised?' 'Why are you acting thus?'

(1) 'Well' seems to mean "This having been well settled" and is used in the sense of "enough of this," "to pass on," &c., in order to prepare the way for a new point :—

(a) "Snakes ! *Why*, there are no snakes in Ireland"

(b) *Well*, now let us come to more practical matters."—ABBOTT.

'The first two'...'The two first'.

In speaking of one set of objects, "the first two" means *the first and the second* of the series ; as, the *first two* boys of the class.

In speaking of two sets of objects, "the two first" means the first of each series ; as, the *two first* boys of the first and second benches.

Other—Others—Another.

Other (opposed to 'one', when a pronoun, is preceded by *the* and means the *second* of the two ; as. Give me one of these two books ; you can keep *the other*.

The **other** may be joined with a noun singular or plural, or it may stand alone without any noun expressed.

When the **other** stands alone without any noun, it means *the remaining one of the two*, as stated above.

When several are excluded from a class or set of things, *all the remaining* objects of the class are spoken of as *the other* objects or as *the others*—MACMORDIE.

'The *other* day' is an idiom for *lately*. Similarly 'every *other* day' means each alternate day, every second day.

Others is the plural of *other*, it stands without a noun ; as, "you must not waste time ; let *others* do what they like."

The others—*the remaining ones* ; as, 'he has only one book now ; *the others* have been stolen.'

Another is always used in the singular, without any article before it and means (a) *one more*, a second, an additional one ; as, 'he has finished one book ; give him *another* ; (b) *a different* ; as. "That is *another* question"

Is come.—Has Come.

Is come refers to *state, presence or absence*, while **Has come** refers to *time and action*.

The perfect participle formed by inflexion is *passive*, if the verb from which it is formed is *transitive*; but we sometimes find participles so formed from *intransitive* verbs; as, *come, arrived*, etc. In such cases the combination with *be* produces not passive, but a reflexive verb; as “he is *come* :” “they are *arrived*.”—ADAMS.

In parsing *is come*, it is better to parse *come* as a perfect participle qualifying *he*.

CHAPTER X.

SYNTAX.

185. Syntax treats of the mode of arranging words in sentences.

186. The Rules of Syntax are arranged under *three heads* : (1) **Concord** ; (2) **Government** ; and (3) **Order of words**.

(1) **Concord** is the agreement of words in respect of gender, number, person, case, mood or tense.

Note — Words in the *same* gender, number, person, case, mood, or tense are said to *agree* with one another.

(2) **Government** is the power which one word has over the case of another.

Note.—The chief kinds of Government are those of (1) a transitive verb and its object ; (2) a preposition and a noun or pronoun ; (3) the possessive and its noun.

(3) **Order** is the giving to each word its proper place in the sentence.

Note.—The regular or syntactical order is :—(1) the *subject* ; (2) the *verb* ; and (3) the *object*.

Rules of Concord.

187. A finite verb must agree with its subject or nominative, in number and person ; (that is) the verb must be of the same number and person as the subject ; as, *I write, thou knowest, Ram sleeps, we speak*.

(a) Sometimes a noun or pronoun in the nominative case and a participle form a clause which is independent of the rest of the sentence. This is called the Nominative Absolute ; as, *It being a wet day*, I did not go out.

(1) When a collective noun has the notion of unity uppermost, its verb is singular ; but when it expresses a plurality of idea, its verb is in the plural ; as, 'The army *is* on the march. "The committee *were* divided in *their* opinion."

(2) Two or more singular nominatives joined by *and* take a plural verb ; as 'Ram and Syam are good boys.'

(3) Two or more singular nominatives separated by *or* or *nor* take a verb in the singular ; as, 'Neither Ram nor Syam *is* present.'

(4) Two or more nominatives in different numbers separated by *or* or *nor* take a plural verb, and the plural nominative must be placed next the verb ; as, 'Neither he nor his sons *intend* to go.'

(5) Two nouns joined by *and* and referring to the same person or thing take a singular verb ; as, 'His son and successor *was* a minor,' 'There *is* a cart and bullock.' 'Bread and butter *is* wholesome.'

(6) When two nominatives are joined by *and* *not*, the verb agrees in *number* and *person* with the first nominative ; as, 'He, and not you, *is* wrong.'

(7) When two nouns are joined by *as well as*, *with* and *besides* the verb agrees with the first noun : 'Caesar as well as Cicero *was* remarkable for eloquence.' 'The king, with his life-guards, *was* passing along the road.'

(8) A nominative preceded by a distributive adjective *each*, *every*, *either*, or *neither*, takes a singular verb. Every man *has* failings. Either of the boys *is* to go : 'Neither of the books *is* useful.'

The nominative is usually understood in the following cases—
(a) in the imperative mood ; (b) in sentences with *would* denoting a wish ; as, *would* that he were here ; and (c) in some elliptical expressions ; as, thank you ; pray let me go.

188 A pronoun must agree in gender, number, and person with the noun for which it stands : 'Ram has lent *his* slate to Syam ;' 'They obey *their* master.'

189. A Relative Pronoun agrees with its antecedent in gender, number and person : 'This *bird*, *which* is so very beautiful, belongs to me.'

Rules of Government.

190. A noun in the possessive case is governed by the

noun following, which is hence called the *governing noun* : as, Gopal's *book*. Here *book* is the governing noun.

(1) The possessive of the name of the joint proprietors or agents of anything is formed by annexing the possessive sign 's only to the last noun ; as, 'Hari and Ram's advice' (*i.e.*, the advice given by them *jointly*.)

But the possessive of the names of proprietors or agents of separate things is formed by annexing the possessive sign 's to each name ; as 'Hari's and Ram's advice' (*i.e.* Hari's advice and Ram's advice *separately*.)

(2) When the possessive is the antecedent of a Relative, '*of*' should be used instead of 's. Thus, instead of saying 'The boy's book who was here,' we should say, 'The book *of the boy* who was here,' for the antecedent of 'who' is not 'book' but 'boy.'

191. Transitive verbs and Prepositions govern the Objective case ; as, 'The boy *learns* his lesson.' 'He went *to* Calcutta.'

192. Verbs signifying *to give, grant, lend, pay, allow, forgive* &c., take in the active voice two objects, the *direct* and the *indirect* ; as, 'He gave *me* (indirect) a *book* (direct.)

193. The Adjectives *like* and *near* govern an Objective case ; as, 'He is like his *brother* ; 'He stood near *me*.'

Order of Words.

194. The subject or nominative usually comes before the verb ; as, *fire* burns.

195. The object is usually placed after the verb ; as, Ram obeys his *parents*.

196. A noun in the possessive case always stands before the noun which governs it ; as, 'the *sun's* rays,

197. The pronoun generally follows the noun for which it stands ; as, 'Ram did *his* work well.'

198. 'The relative should be placed as close to its antecedent as possible ; as, 'the man *who* came here is my friend.'

199. The adjective usually precedes the noun which it qualifies ; as, a *good* boy.

200. The article usually precedes the noun ; as, *a* man. But when the noun is qualified by an adjective, the article precedes both ; as, *a* good man.

201. When *all* or *both* qualifies a noun, *the* is placed, between the adjective and the noun ; as, 'all *the* men ;' 'both *the* boys.'

Note 1.—*All* and *both* are sometimes used without *the* ; as, 'all men,' 'both eyes.'

Note 2.—When *half* is joined to a noun, the whole compound is preceded by the article ; as, '*a* half-guinea ;' '*a* half-rupee.'

Note 3.—When the adverb *so* modifies the adjective, the article *a* is used between the adjective and noun ; as, 'so good *a* boy.'

202. The Infinitive mood generally follows the word which governs it ; as, 'he loves *to learn*.'

203. Adverbs are generally placed as near as possible to the words which they qualify ; as, this is a *very* useful rule.

Note—A few adverbs—*always, never, often, sometimes, generally, early* and *seldom* are as a rule placed before the verb they qualify ; as, 'He *always* comes in the morning.' 'He *never* spoke to me on the subject.' 'He *often* complains of headache.'

204. Prepositions usually precede the words they govern ; as, 'They live *in* London.'

205. The Interjections *O ! oh !* and *ah !* are followed by the objective case of the first and the nominative of the second personal pronouns ; as, 'Ah *me ! O thou !*'

206. As a **General Rule** words closely connected with each other should not be separated ; as, 'A new boy, *called Tom*, came to our school' (and not, A new boy came to our school *called Tom* ; for the school is not called *Tom*).

CHAPTER XI.

COMMON ERRORS.

207. 1. Never use a false Concord.

(1) The verb must agree with the subject, and not with a word intervening between it and the subject :

Wrong : 'A variety of pleasing objects *charm* the eye.'

Right : 'A variety of pleasing objects *charms* the eye.'

(2) A verb agrees with its subject, not with its predicate noun :

Wrong : 'The main part of this machine *are* the large rollers.'

Right : 'The main part of this machine *is* the large rollers.'

(c) Words joined to a subject by *with*, *together with*, *in addition to*, *as well as*, *no less than*, do not affect the number of the subject :

Wrong : 'The house with the goods *were* burnt.'

Right : 'The house with the goods *was* burnt.'

Wrong. 'Profusion as well as parsimony *are* to be avoided.'

Right : 'Profusion as well as parsimony *is* to be avoided'

(d) When one noun or pronoun is the subject of an affirmative, and the other of a negative statement, the common verb agrees in number and person with the first nominative :

Wrong : 'Sense, and not riches, *win* esteem.'

Right : 'Sense and not riches *wins* esteem.'

Wrong : 'He, and not we, *are* the guilty person.'

Right : 'He; and not we, *is* the guilty person.'

(e) A singular verb is to be used with a plural noun forming the title of a book :

Wrong : 'Dr. Johnson's *Lives of the Poets are* an interesting book.'

Right : 'Dr. Johnson's *Lives of the Poets is* an interesting book.'

2. Do not use a pronoun the reference of which is uncertain or not immediately evident. In such cases it is better to replace the pronoun by the appropriate noun.

Wrong : 'Whistling for Rover, my cousin put a pail in *his* mouth and we started.'

Right : 'Whistling for Rover, my cousin put a pail in *the dog's* mouth and we started.'

3. Be careful not to use the positive degree with *than*.

Wrong : 'This book is *old than* the other.'

Right : 'This book is *older than* the other.'

4. Always use the comparative (not the superlative) before a noun qualified by *other*. The violation of this rule is a frequent source of error.

Wrong : 'Gold is the *heaviest* of all other metals.'

Right : 'Gold is *heavier than* all other metals.'

5. Do not use *than* after the Latin comparatives *superior*, *inferior* &c.

Wrong : 'He is *superior than* you.'

Right : 'He is *superior to* you.'

6. Be careful that you do not use two adjectives of different degrees joined by *and*, to qualify the same noun.

Wrong : 'He is the *ablest and upright* man I ever knew.'

Right : 'He is the *ablest and most upright* man I ever knew.'

7. Double comparatives and superlatives should be avoided.

Wrong : 'Ram is *more taller* than Syam.'

Right : 'Ram is *taller* than Syam.'

Wrong : 'His horse was by far the *most swiftest* in the field.'

Right : 'His horse was by far the *swiftest* in the field.'

8. A singular and a plural noun should not be preceded by the indefinite article and a common adjective.

Wrong : 'I have *a* splendid mansion and gardens.'

Right : 'I have *a* splendid mansion and fine gardens.'

9. As a rule repeat an article or a possessive adjective before each noun in a series, unless all the nouns designate the same thing.

Wrong : 'Here are *a* splendid house, large tank, and nice garden.'

Right : 'Here are *a* splendid house, *a* large tank, and *a* nice garden.'

10. Mistakes sometimes occur in the use of the indefinite article with a noun qualified by a superlative adjective in *est*.

Wrong : 'Syam is *a greatest* writer.'

Right : 'Syam is *a very good* writer.'

Note — The definite article is always to be placed before superlative adjectives, as 'Ram is the *best* boy of his class. But in letters we find, 'My dearest boy', where *dearest* is equivalent to 'very dear.'

11. Never use *who* for *whom* when the preposition governing the relative or interrogative does not precede it.

Wrong : 'The boy, *who* you sent for, is come.'

Right : 'The boy, *whom* you sent for, is come.'

Wrong : 'Who did you get the book from ?'

Right : 'Whom did you get the book from ?'

12. Be careful that you do not use a conjunction connecting a relative clause with its principal clause :

Wrong : 'Caesar destroyed the liberty of his country, *and which* was the cause of his death.'

Right : 'Caesar destroyed the liberty of his country, *which* was the cause of his death.'

Note.—But it is quite correct to couple together two or more co-ordinate relative clauses ; as, ‘This is the man *who* went to London. *and who* saw the king.’

13. The student should be on his guard not to use a participle without its **logical subject**. Hence it is wrong to write ‘Failing in this attempt, no second attack was made.’ Here *failing* appears to qualify ‘attack’ But this would make nonsense. The sentence ought to be ‘Failing in the attempt, they made no second attack.’

14. A common source of error lies in the confusion of the intransitive verb *lie* with the transitive verb *lay*.

Wrong : ‘I was tired, so I *laid* down.’

Right : ‘I was tired, so I *lay* down.’

Wrong : ‘Ram *lay* the book on the table.’

Right : ‘Ram *laid* the book on the table.’

15. Do not use the past tense for the perfect participle, or the perfect participle for the past tense.

Wrong : ‘He has *broke* his leg.’

Right : ‘He has *broken* his leg.’

Wrong : ‘He *drunk* the water eagerly.’

Right : ‘He *drank* the water eagerly.’

16. Do not put any modifying word (adverb) or a phrase between an infinitive and its sign *to*. This is called the **split infinitive**.

Wrong : ‘I hope *to thoroughly* master the subject in a week.’

Right : ‘I hope *to* master the subject thoroughly in a week.’

Wrong : ‘It is impossible *to in any way* remove them.’

Right : ‘It is impossible *to* remove them in any way.’

17. After such verbs as *prevent*, *hinder*, *prohibit*, &c., do not use the infinitive instead of a preposition followed by a verbal noun :

Wrong : ‘I was prevented *to* go.’

Right : ‘I was prevented *from* going.’

18. As the meaning of a sentence depends to a great extent upon the arrangement of words, any departure from the **regular or usual order** is a frequent source of error.

Faulty : ‘The storm broke just as we reached the shore with great violence.’

Regular : ‘The storm broke with great violence just as we reached the shore.’

Faulty : 'Wanted a pianoforte for a gentleman with carved legs.'

Regular : 'Wanted for a gentleman a pianoforte with carved legs.'

Note.—The above sentences are badly constructed ; the limiting words relate to a word they are not intended to limit.

N. B.—The regular order of words is (1) Subject, (2) Predicate. (3) Object. (4) The limiting words are to be placed as close to the words they are intended to limit as possible.

19. The use of **ellipsis** (omission of words) for the sake of brevity is a common form of error

Wrong : 'You are as good or better than he.'

Right : 'You are as good as or better than he.'
or 'You are as good as he or better.'

Note.—In using two expressions of comparison, the one an adjective preceded by *as*, the other an adjective in the comparative degree, care must be taken not to use a single *as* clause or a single *than* clause ; as,

Wrong : 'He is bigger and fully as strong as Buck.'

Right : 'He is bigger than Buck and fully as strong.'

CORRECTION OF EXERCISES.

208. In the **correction of faulty sentences**, the aim of the student should be to correct the given sentences by the introduction of the smallest changes that are necessary for the removal of obscurity or error. A free paraphrase of an ungrammatical passage suggests an evasion of the difficulty.

1. *Incorrect* : 'Shakespeare is *greater than* any dramatist.'

Correct : 'Shakespeare is *greater than* any *other* dramatist.'

By inserting the word *other* the sentence is corrected. If one were to make a free paraphrase of the sentence and to write 'Shakespeare is the greatest dramatist,' evidently he has not detected the error,

2. *Incorrect* : 'This is one of the best books that has ever been published'

Correct : 'This is one of the best books that *have* ever been published.'

The antecedent to *that* is *books*. But *books*, is plural, therefore *that* is also plural, and so the verb ought to be plural also.

3. *Incorrect* : 'He is not the person whom I thought he was.'

Correct : 'He is not the person *who* I thought he was.'

As the verb *to be* has the same case after it as it has before it, *whom* should be *who*.

4. *Incorrect* : 'Nobody in their senses could do such a thing.'
Correct : 'Nobody in *his* senses could do such a thing.'

As the indefinite pronoun "nobody" is singular, "his" should be used instead of "their."

5. *Incorrect* : 'The king with the Lords and Commons form the Legislature.'
Correct : 'The king with the Lords and Commons *forms* the Legislature.'

The words joined by *with* do not affect the number of the subject. The verb must be *forms* to agree with *king*. But we can retain the verb *form* by substituting *and* for *with*.

6. *Incorrect* : '*Being a fine day*, I went out for a walk.'
Correct : '*It being a fine day*, I went out for a walk.'

This is an instance of *unrelated participle*. Here *being* appears to qualify *I*, which is nonsense. By changing the *participle* into an *absolute phrase* the fault is removed, or we can substitute an adverbial clause for the participle *being* and write—'At it was a fine day, I went out for a walk.'

7. *Incorrect* : 'I came at last to a large tree *laying* across the road.'
Correct : 'I came at last to a large tree *lying* across the road.'

Here a transitive verb has been incorrectly used for the corresponding intransitive verb.

8. *Incorrect* : 'I am not one of those who believe everything I hear.'
Correct : 'I am not one of those who believe every thing *they* hear.'

The antecedent to *who* is not *I* but *those*.

9. *Incorrect* : 'The end of this game was somewhat *different than* that of most games.'
Correct : 'The end of this game was somewhat different *from* that of most games.'

After *different* use *from*, and not *than*.

10. *Incorrect* : 'He was angry at me *quitting* the house.'
Correct : 'He was angry at my *quitting* the house.'

Quitting is here a gerund, because it governs the noun *house*. But a gerund is a noun, therefore *me* ought to be *my*.

EXERCISE IX.

1. Correct the following sentences and give a reason for every change :—

1. 'Undutiful children makes wretched parents.'
2. 'It is better for you and I as it is.'
3. 'His knowledge of French and Italian literatures were far beyond the common.'
4. 'A great and good man aim at higher things.'
5. 'Ram is a best writer.'
6. 'Every thought and feeling are opposed to it.'
7. 'Sitting on the gate a wasp stung me.'
8. 'Art you the man that comest from Egypt?'
9. 'Let each esteem others better than themselves.'
10. 'A needle and thread are necessary to stitch up this rent.'
11. 'Benevolence, not wealth, inspire admiration.'
12. 'Milks are nourishing food.'
13. 'This is more better than that.'
14. 'The Old and New Testament form the two parts of the Holy Bible.'
15. 'Of all other nations England is greatest.'
16. 'He selected the man whom he thought was best fitted for the position.'
17. 'Each of the girls went to their separate rooms to rest and calm themselves.'
18. 'He was placed over the civil and military affairs of the nation.'
19. 'The happiness or misery of men's lives depend very much on his early training.'
20. 'To the west extends a range of hills covered with farmsteads and which present scene of ever-changing beauty.'
21. 'The gold is heavier than the lead.'
22. 'He is an excellent orator and a good scholar.'
23. 'John is better than anybody in his class.'
24. 'One should keep one promise.'
25. 'They who have laboured to make us wise and good we ought specially to respect.'
26. 'The army suffers much from their unprotected condition.'
27. 'Every one should be polite to those around them.'

28. 'I know not whether it were them who committed the crime, but I am certain it was not him.'

29. 'I then perceived the balloon to descend into the sea.'

30. 'He is ill of fever since Monday.'

31. 'No president had a harder task than Washington.'

32. 'I came at last to a large tree laying across the road.'

33. 'I am annoyed at him being excluded from the party.'

34. 'To aim at public and private good are far from being consistent.'

35. 'Nelson attacked most courageously the enemy's fleet.'

36. 'I then took up English literature, a much more interesting study than mathematics and which I therefore took more pleasure in.'

37. 'A house and barn have recently been built on this property.'

38. 'It requires several years to fully master the trade of wool-turning.'

39. 'Australia is a largest island of whole world; it is great deal large of all the others.'

40. 'This offence I shall neither attempt to palliate nor deny.'

41. 'The ends of a divine and human legislator are vastly different.'

42. 'He who had always inspired in her a respect which almost overcame her action, she now saw the object of open pleasantry.'

43. 'As an association we can only recommend those whom we think will make good candidates and whom we know are willing to take upon themselves the duties of the office.'

44. 'Their conduct resembled a coward's who is afraid to speak the truth.'

45. 'On attempting to extract the ball the patient began rapidly to sink.'

46. 'It is impossible to thoroughly go over the whole subject in the allotted time.'

47. 'In another quarter of an hour every one had retired to their rooms.'

48. 'He devotes his best energies in teaching the poor.'

49. 'Being his sole companion, he naturally addressed himself to me.'

50. 'Travelling along the line, the tower of the castle came in sight.'

51. 'He laid there for an hour or more, and neither his mother nor his brother were able to raise him.'

II Re-arrange the following sentences so as to make the intended meaning clear :—

1. 'He is an unquestioned man of genius.'

2. 'In the room hangs a picture neatly painted behind the door.'
3. 'The manufacture of sugar is only profitable in a large factory.'
4. 'I saw some boys going to school through the window.'
5. 'A man was run over in Cheapside this morning by a cab while drinking.'

6. 'The judge sentenced him to imprisonment for disorderly conduct for ten days.'

7. 'Everybody thought that it was destined to be a great city twenty years ago.'

8. 'He blew out his brains after bidding his wife good-bye with a gun.'

9. 'Erected to the memory of John Philip accidentally shot as a mark of affection by his brother.'

10. He was not only successful as teacher of the natural sciences but he attained eminence also as a popular lecturer on scientific subjects.'

III.—Distinguish between the meanings of :—

- | | |
|--|---|
| (a) 'He had <i>few</i> followers' | (m) 'A doctor's gown and cap.' |
| 'He had a <i>few</i> followers.' | 'A doctor's gown and <i>a</i> cap.' |
| (b) 'The <i>first two</i> chapters (of one book.)' | (n) 'He is <i>Napoleon</i> .' |
| 'The <i>two first</i> chapters (of two books.)' | 'He is <i>a Napoleon</i> .' |
| (c) 'A red and yellow flag.' | (o) 'What do you think of my horse <i>running</i> to-day ?' |
| 'A red and <i>a</i> yellow flag.' | 'What do you think of my horse's <i>running</i> to-day ?' |
| (d) 'He got <i>little</i> credit for it' | (p) 'He spoke three words <i>only</i> , |
| 'He got a <i>little</i> credit for it.' | 'He <i>only</i> spoke three words.' |
| (e) 'The secretary and treasurer.' | (q) 'Only he can speak English' |
| 'The secretary and <i>the</i> treasurer' | 'He can <i>only</i> speak English.' |
| (f) 'The good and wise.' | (r) 'He seemed <i>to be</i> rich.' |
| 'The good and <i>the</i> wise.' | 'He seemed <i>to have been</i> rich.' |
| (g) 'He <i>may</i> walk a mile.' | (s) 'If it <i>is</i> so, it is a grievous fault.' |
| 'He <i>can</i> walk a mile.' | 'If it <i>be</i> so, it is a grievous fault.' |
| (h) 'I <i>will</i> be drowned.' | (t) 'Excuse <i>my answering</i> your question.' |
| 'I <i>shall</i> be drowned.' | 'Excuse <i>my not answering</i> your question.' |
| (i) 'The committee <i>was</i> of one mind.' | (u) 'He works <i>hard</i> at night.' |
| 'The committee <i>were</i> of one mind.' | 'He <i>hardly</i> works at night' |
| (j) 'Since the steamer has arrived.' | (v) 'He <i>repaired</i> the house.' |
| 'If the steamer has arrived.' | 'He <i>repaired</i> to the house.' |
| (k) 'He <i>looked over</i> the paper.' | |
| 'He <i>overlooked</i> the paper.' | |
| (l) 'He arrived <i>late</i> .' | |
| 'He arrived <i>late</i> ly.' | |

IV.—Correct the following sentences, where necessary, and give the rules to justify the corrections.

1. 'It is unfair to argue like you do.'
2. 'This principle is of all others the most important.'
3. 'I have lent him a book last week which he did not return as yet.'
4. 'The pleasures of the understanding are more preferable than those of the senses.'
5. 'When we entered, we had found that the judges had all taken their seats each in their usual place.'
6. 'Gray's *Elegy* is a superior poem than Parnell's *Hermit*.'
7. 'I wanted him to have come yesterday.'
8. 'After he visited Calcutta he has returned to Benares.'
9. 'He supported the one with the same zeal that he attacked the other.'
10. 'He tells that the Lieutenant-Governor shall confer to him an appointment?'
11. 'An equal number of the both armies met in the battle place and from three hours they engaged in murdering mutually.'
12. Neither the Local nor the Imperial Government pay the least heed to these sort of complaints.'
13. 'I have not been at Calcutta long since.'
14. 'When we will have the pleasure to see you again?'
15. 'No sooner his family members heard his purpose to go abroad than they desired to accompany with him.'
16. 'Since last two years I must prefer riding than walking.'
17. 'A bullock and cart was passing along the road.'
18. 'He asked that why is the verb in the imperative mood.'
19. 'He thinking that his brother to be dead, became much sorrowful.'
20. 'There is not a so large city in whole India than Calcutta.'
21. 'He is having an attack of fever every day since last four days.'
22. 'He has eaten no bread nor drunk no water for two and a half days.'
23. 'I will be very glad to see you again and hope you will accept of my invitation.'
24. 'If either of these books are yours, tell me who you wish it to be given to.'

25. 'If a piece of iron or glass be heated to the same degree, they communicate to the hand a very different sensation.'

26. 'Every emotion and every operation of the mind have a corresponding expression of the countenance.'

27. 'Adversity both teaches men to think and to teach.'

28. 'We touched in Queenstown on our way for New York.'

29. 'Every article was put in its place as soon as it was received, so the salesman would know where to find them when they were needed.'

V. Supply the words, the omission of which causes obscurity or ambiguity :—

1. 'He did it without intending to.'

2. 'He has never and cannot deny the allegations.'

3. 'She always thought more of attending to the wants of others, than of herself.'

4. 'I soon found myself as unpopular with the yard-master as the fireman.'

5. 'There are three crops, one in April, May and August.'

6. 'I have no more influence over him than others.'

7. 'The interjection more nearly resembles the verb than any other part of speech.'

8. 'If dead, his wife and children may apply.'

9. 'When six years old, my grandfather died.'

10. 'Land is not thought to be so good a security as formerly.'

CHAPTER XII.

SEQUENCE OF TENSES.

209. When two sentences are brought into relation to each other and are joined together with some connecting word by which one clause becomes subordinate to the other, it is very natural to suppose that the actions which the two predicates describe should be in some way related to each other in point of time.—WALTON.

210. **General Rule.**—The tense of the verb in a dependent clause varies with the tense of the verb in the principal clause ; as—

I shall be at home if you call.

I should be at home if you called.

I should have been at home if you had called.

1. When the verb in the principal sentence is in the *present* tense, the verb in the subordinate sentence is in the *present, past* or *future*.

He says that he *is* right.
He says that his brother *was* ill.
He says that he *will* go there.

2. When the verb in the principal sentence is in the *future* tense, the verb in the subordinate sentence may have *any* tense (*present, past* or *future*) according to the meaning.

He will say that he *is* ill.
He will say that he *was* ill.
He will say that he *will* be careful in future.
I shall show you that Ram *has* come.
I shall show you that Ram *was* right.
I shall show you that Ram *will* follow us.

3. When the verb in the principal sentence is in the *past* tense, the verb in the subordinate clause must be *past*.

He asked me whether I *was* ill.
He would work hard if he *felt* certain of success.

4. When the subordinate sentence expresses a *universal truth*, the *present* tense is always to be used whatever be the time of the principal sentence.

He *says* that the earth *is* round.
He *said* that the earth *is* round.
He *will* say that the earth *is* round.

5. Co-ordinating conjunctions join the same tenses :—

“Theories *are* human, but facts *are* divine.”
“God *created* man to be immortal, and *made* him to be an image of His own eternity.”

6. The present Infinitive is used with any tense of the principal verb :—

He likes to see you.
He liked to see you.
He will like to see you.

7. The perfect Infinitive is to be used when the action denoted by it refers to a time earlier than that denoted by the verb which governs it.

He appears to have been a rich man.
He appeared to have been a rich man.
i.e. He appeared to have been rich *once* but *not then*.
He is believed to have died last year.
He *was* believed to have died the previous year.

8. The present Infinitive is always used after verbs denoting *hope, intention, determination, desire, command, or permission.*

He hopes to pass the examination.

He intends to go there.

He is determined to appear at the examination.

He desires to prosper.

9. After the past tenses of verbs the perfect Infinitive expresses an unfulfilled purpose :—

I hoped to *have succeeded*, but I failed.

He wished to *have seen* him, but he was unable to see him.

Note.—The tense of the subordinate clause is not affected by Participles. We must say, 'He sat down *saying* that he *was* tired,' and not 'he sat down *saying* that he *is* tired.'

Tenses used in Conditional Sentences.

211. A conditional sentence is one in which the truth of one event is made conditional upon the truth of another. It consists of two clauses, one stating the condition (called the *antecedent*) and the other, *consequent*, the consequence of that condition (called the *consequent*). As,

'If I were tired, I should rest.'

The *consequent* 'I should rest' is the principal clause ; the *antecedent* 'If I were tired,' is adverbial and subordinate.

Note.—A conditional clause is generally introduced by *if, though, unless, except, whether, lest.*

212 Conditional sentences may be expressed in two forms :—

In form (i) the Indicative is used in both the antecedent and consequent ; as,

(a) 'If he *comes*, he *will* see me.'

(b) 'If the man *is* poor, I *shall* give him a piece of cloth.'

Note.—In (a) and (b) the condition is regarded as capable of fulfilment.

In form (ii) the Subjunctive is used in both clauses ; (only the past tense is used in this form.)

(a) 'If he *were* present, he *would* concur with me.'

(b) 'It *would* afford me satisfaction, if I *could* perform it.'

(c) 'If I *had committed* a crime, I *should have been* sorry.'

(d) 'If I *had started* yesterday, I *should have been* in time.'

Note.—In (a), (b), (c) and (d) in form (II), the condition is regarded as unfulfilled. 'If I *had* the book, I would send it,' implies that I have it not.

EXERCISE X.

Correct the errors of sequence of tenses in the following sentences :—

1. 'He promised that he will be here to-day.'
 2. 'I have finished my letter before my brother arrived.'
 3. 'I said that I will try again.'
 4. 'I told him that it is vain to persist in the undertaking.'
 5. 'As soon as he has gone away, he wrote and told you and me to come directly.'
 6. 'Yesterday he has lent me his knife, but now I returned it.'
 7. 'Young said that procrastination was the thief of time.'
 8. 'I was going to have written him a letter.'
 9. 'I am a candidate in the hope that I might succeed.'
 10. 'It is a long time since we had met.'
 11. 'I immediately wrote that it will give me pleasure to accept the invitation.'
 12. 'If you look at the map of India, you would find the island.'
 13. 'He observed that there were seven colours in the rainbow.'
 14. 'I intend to have bought a pair of new gloves.'
 15. 'I should be obliged to him if he will gratify me in that particular.'
 16. 'They all hope to have succeeded.'
 17. 'It is now four hundred years since printing has been invented.'
 18. 'Plato was of opinion that man was immortal.'
 19. 'If I am ready in time, I would call for you.'
 20. 'Go where I will, I saw nothing but misery.'
 21. 'The old man maintained that honesty was the best policy.'
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CHAPTER XIII.

ANALYSIS OF SENTENCES.

213. A collection of words expressing one complete thought is a **sentence**.

Sentences are of three kinds :—**Simple, Complex and Compound.**

Simple Sentences.

A **Simple** sentence contains **one** subject and **one** predicate.

The **Subject** is a word which denotes the person or thing about which an assertion is made ; as, *Alfred* was a good king. *Birds* fly.

The **Predicate** is a word (or group of words) which makes an assertion about a person or thing denoted by the subject ; as, *Alfred defeated* the Danes ; fire *burns*.

214. To **Analyse a Sentence** is to divide it into its component parts, and show how they are related to one another.

215. The **Subject** of a sentence may be—

1. A **Noun** ; *India* is a fertile country.
2. A **Pronoun** ; *He* behaves well.
3. An **Adjective** used as a **Noun** : *The 'virtuous'* are happy.
4. An **Infinitive** or an **Infinitive Phrase** :—
To err is human.
To love the truth is praiseworthy.
5. A **Gerund** or **Verbal Noun** : *Walking* is healthy.
Catching fish is a pleasant pastime.
6. A **Quotation** : “Ay, ay, sir !” burst from a thousand throats.
7. A **Substantive Clause** :—*That you are honest* is certain.

A group of words expressing a meaning, but not making a complete statement, is called a **phrase**.

216. The **Predicate** of a sentence may be—

1. **Simple.**
2. **Complex.**

1. The **Predicate** of a sentence is **Simple** when it consists of a single finite verb : *Time flies*.

2. The **Predicate** of a sentence is **Complex** when it consists of a verb of incomplete predication and its complement ; *William became king*.

Some verbs, such as, *to be, become, grow, seem, appear, make, call, think, deem, look, feel and smell* are called **Verbs of Incomplete Predication**, as they do not convey a complete idea ; the words added to make the Predicate complete are called the **Complement**.

217. The **Complement** is a word or group of words which completes the sense of the predicate, but does not denote the object of an activity.—**STEELE.**

When the predicate consists of a transitive verb, it requires an object after it to make a *complete* sense.

Such an object is called the *completion* of the predicate.

Subjective Complement.

218. When a verb of incomplete predication is intransitive or passive, the complement of the predicate stands in the predicative relation to the subject ; as, Gold is *heavy* ; he was made *president*.

Objective Complement.

219. When a verb of incomplete predication is transitive and in the active voice, the complement of the predicate stands in the attributive relation to the object of the verb ; as, 'They made him *king*,' 'I think it *useless*.'

Note, A factitive verb in the passive voice is also a verb of *incomplete predication*, and requires a *subjective complement* ; as, 'he was appointed *general*.'

A factitive complement to a verb in the active voice is *objective* to a verb in the passive voice, *subjective*.—*Manual of English Grammar.*

The **factitive complement** may be—

1. A **Noun** : 'They elected him *chairman*.'
2. An **Adjective** : 'He struck a dog *dead*.'
3. A **Participle** : 'He kept him *waiting*.'
4. An **Infinitive** : 'Fear made him *run*.'
5. A **Phrase** : 'I think it *of no use*.'

Infinitive Complement.

220. The Infinitive is often used to be the complement of a preceding Noun or Pronoun ; as, 'The prisoner was ordered *to be executed*.'

Note.—After such verbs as, *can, may, must*, another verb in the Infinitive mood is necessary to complete the sense : ‘you *must*’ is meaningless, unless we supply another verb, as, ‘you must *go*.’

Transitive verbs also are verbs of *incomplete predication* ; for, without an object, they are generally unable to express a complete sense. Hence the object of a transitive verb is sometimes called the *completion of the predicate*. For the purpose of analysis, it is called the *object* of the sentence.

221. The complement may be—

- (a) A Noun : ‘We elected him *President*.’
- (b) An Adjective : ‘Alfred rendered his kingdom *happy*.’
- (c) An Infinitive : ‘She longed *to succeed*.’
- (d) A Prepositional Phrase : ‘Oft I invoked thee *for my cause*.’

222. The object may be—

- 1. A Noun : Ram strikes *Hari*.
- 2. A Pronoun : I saw *him* in the school compound.
- 3. An Adjective used as a Noun : Do not despise *the poor*.
- 4. An Infinitive or an Infinitive Phrase : He loves *to see his native country*.
- 5. A Verbal noun : ‘He loves *riding*.’
- 6. A Gerund : ‘He prefers *taking* a long walk.’
- 7. A Quotation : “We heard his last ‘Good-bye, Tom.’ ”

Enlarged Subject.

223. An enlargement of the subject is any word or words added to particularise the person or thing denoted by the subject, but qualifying the subject only.—STEELE.

224. There are seven kinds of enlargement :—

- 1. An Adjective—(There may be one, two, or more adjectives to a noun) ‘*The* man told a lie’ : ‘*Good* men love virtue’ : ‘*The big old, red* book is to be sold.’
- 2. A Noun (or nouns) in apposition : William *the Conqueror* ascended the throne in 1066.
- 3. A Noun (or Pronoun) in the Possessive Case : *Tom’s* father was *Dick’s* son ; *His* brother is dead.
- 4. A Prepositional Phrase : ‘The path *of duty* is the way to glory.’

5. An **Adjective Phrase** : 'The boy, *ignorant of his duty*, was soon dismissed.

6. A **Participle or Participial Phrase** :—

'The soldier, *worn out with toil*, lay down to rest.'

7. A **Gerundial Infinitive** : 'A wish *to please* is the root of politeness.'

Note.—The *object* may be enlarged like the *subject*.

The Position of Adjuncts to the Noun.

1. The adjective and the possessive case *precede* the noun, as in (1) and (3).

2. The noun in apposition, the prepositional phrase, and the infinitive follow the noun, as in (2), (4) and (7).

3. When the adjective is predicative, it follows the subject ; as, the case is *clear*.

4. An adjective qualified by a phrase is generally placed after the noun to which it is an adjunct ; as, Laws *hostile to the people* were passed by the Parliament.

The **general rules** deduced from the above are :—
(1) that the qualifying adjuncts must be placed as near as possible to the word they qualify ; (2) that short simple adjuncts precede and long complex adjuncts follow the noun.

Extended Predicate.

225. The Extension of the Predicate is any word or words added to a *complete* Predicate to modify the assertion in respect to time, place, manner, purpose or degree or to strengthen, weaken or deny the assertion in any way. It modifies the Predicate only—STEELE.

Extensions of the Predicate may show :—

1. **Time.**—Adjuncts of *time* express—

(a) Point of time ; He came *at 10 o'clock*.

(b) Duration of time : He stays *four hours*.

(c) Repetition : He goes to school *everyday*.

2. **Place** :—Adjuncts of *place* denote—

(a) Rest in a place ; he lives *in Calcutta*.

(b) Motion to a place ; he goes *to Benares*.

(c) Motion from a place ; he came *from Benares*

3. Manner.—Adjuncts of *manner* express—

- (a) Mode of action : He writes *very carelessly*.
- (b) Degree : I am *very glad*
- (c) Instrument : His hand was cut *by a knife*.
- (d) Circumstances : He solved the problem *without the least difficulty*.

4. Cause and Effect.—Adjuncts of *cause and effect* express—

- (a) Reason : He died *of small pox*.
- (b) Condition : *With his permission* he left the room.
- (c) Purpose : 'The ear is made *for hearing*.'
- (d) Motive : He went out *to purchase a few books*.
- (e) Material : The railing is made *of iron*.

The above extensions are classified from the point of view of distinction of **thought** ; but they are also classified from the point of view of **grammar**. Under this head there are **six** kinds of **extension** :—

1. An **Adverb** : He writes *quickly*.
2. An **Adverbial Phrase** : *Generally speaking*, he writes *very carelessly*.
3. An **Adverbial Clause** : I will do it *when I can*.
4. A **Prepositional Phrase** : He writes *with care*.
5. A **Participle or Participial Phrase** : He talks *walking*.
'The mighty rocks came *bounding down*.'
The participial phrase may be a *nominative absolute*, as
'*This done*, they departed.'
6. A **Noun** : He went *home*.
7. A **Gerundial Phrase** : We eat *to live*. We study *to learn*.

Position of Adverbial Adjuncts.

The simple adverb is placed—

1. Before the adjective or the adverb it is intended to qualify, as :—

He is *very* rich.
He ran *very* swiftly.

2. Between the auxiliary and participle, as :—

He was *completely* fatigued.
The river was *very* swollen.

3. Between the auxiliary and active infinitives, as :—

'We should *never* speak ill of the dead.'
'You should *gently* reprove him for his fault.'

4. Sometimes before and sometimes after the simple verb, as,—

‘The king *openly* opposed the proposal.’

‘The king opposed the proposal *openly*.’

N.B.—With respect to all qualifying words the general principle in English is that qualifying words look *forwards* rather than *backwards*—GOYEN.

Complex Sentence.

226. A Complex Sentence* is one, which, besides having a principal Subject and Predicate, contains one or more Subordinate clauses, each having a Subject and a Predicate of its own, *e.g.*, ‘John was the worst king that ever sat on the throne of England.’

Principal.

Subordinate.

John was the worst king | that ever sat on the throne of England.
Subordinate clauses are of three kinds :—

1. Substantive clauses.
2. Adjective clauses.
3. Adverbial clauses.

Substantive Clauses.

227. A Substantive Clause is one, which, in relation to the principal sentence, serves the same purpose as a noun substantive. It may be the Subject, the Object, the Complement of the Predicate, or placed in Apposition to a noun.

A Substantive or Noun clause is generally joined to the rest of the sentence by the conjunction *that* or by an interrogative pronoun or an interrogative adverb ; as, ‘I know that you are honest ;’ ‘This is the reason why I sent for you.’

(1) A Noun clause as Subject—

1. *That you understand the question* is evident.
2. *That one should delay* is undesirable.

* It will obviate much confusion if the term ‘Sentence’ be restricted to a combination of words forming a *complete whole*, ‘Clause’ to a subordinate member of a sentence containing a *finite verb*, and ‘Phrase’ to any combination of words *which does not contain a finite verb* expressed or understood.—MASON.

(2) A Noun clause as object—

1. I know *that he is absent.*
2. 'He asked me *how old I was.*'
3. 'He asked me *whether I was hungry.*'
4. I doubt *if he can come.*
5. I do not know *why you are sad.*
I do not know *what has made you sad.*

(3) A Noun clause in Apposition—

1. The fact *that the earth is round* is known to him.
2. There is no danger *that he would be betrayed.*

(4) A Noun clause as Complement of the Predicate—

1. The order was *that he should not stir.*
2. 'My hope is *that he may prosper.*'

It is generally seen that a Noun clause coming after the Predicate is used in apposition to the word coming before the predicate ;

1. It is reported *that the prince is dead.*
2. It is certain *that he will succeed,*

Position of Noun Clauses.

Noun clauses as *subjects* are placed at the beginning of a sentence, but when they are placed at the end of the sentence, they make the sentence *emphatic*.

But when they are placed as *objects*, they are generally placed after the words that govern them, except in cases of emphasis, when they are placed before the sentence containing the governing word.

Adjective Clauses.

228. An **Adjective clause** is one which in relation to the principal sentence is equivalent to an adjective.

It stands in the attributive relation to some substantive, and is generally introduced by a relative pronoun or a relative adverb, such as, *when, where, whither, whence* or *why*.

Caution :—The above words are also used to introduce Adverbial sentences, when they refer to a verb, and not to a noun or pronoun.

An Adjective Clause may be used to qualify—

1. **The Subject** of the principal sentence :—

The man, *who has absconded*, is the murderer.

The book, *that I bought yesterday*, is lost.

2. **The object** of the principal sentence :—

I sold the horse *which I bought yesterday*.

'Will you bring the book *that lies on the table* ?'

3. **Any Noun** whatever :—

He fell into a river *which flowed beside a hill*.

He spoke to a man *who was insane*.

This is the house *that I spoke of*.

229. Adjective clauses are of two kinds :—

1. **Restrictive.**

2. **Co-ordinating.**

Restrictive Adjective Clauses* are introduced by *that*, *such as*, *but*, *when*, *where* with its compounds *whereof*, *etc.*

The house *that is to the west of College Square*, is known as the Senate House.

The book, *such as you describe*, is to be found in the Presidency College Library.

There is none *but hates him*.

He arrived just at the time *when I expected him*.

I know the school *where my son was educated*.

Co-ordinating Adjective Clauses† are introduced by *who* and *which* or their equivalents.

I then went to the king, *who* (and he) *spoke to me very kindly*.

At last he found a cottage, *which* (and it) *gave him shelter for the night*.

Caution :—Some attention is necessary to distinguish adjective clauses introduced by "who", "when", "where", "wherein", from noun clauses expressing the indirect question ; tell me *where he lives* (noun clause) : 'this is the place *where he lives*' (adjective clause). The adjective clause must always have a subject which it qualifies.

BAIN.

*The relative clause that defines and limits the antecedent is called the **Restrictive Relative clause**, e.g. 'This is the house that Jack built'—GOYEN.

†But when the relative introduces a clause that adds another fact without defining or limiting the antecedent, the clause is known as the **Co-ordinate Adjective clause**. To this class of Relative belong the relatives 'who' and 'which.'

Position of Adverbial Clauses.

Adjective clauses are, as a rule, placed *after* and as *near* as possible to the words to which they are adjuncts.

(3) Adverbial Clauses.

230. An **Adverbial Clause** is one which in relation to the principal sentence is equivalent to an adverb. It modifies a verb, adjective or adverb.

Adverbial clauses denote—

1. **Time**, when introduced by a relative adverb of time, as, *when, while, whenever* : also by the prepositions or conjunctions of time, as, *before, after, while, since, ere, until, as soon as, no sooner than, just, when, etc.*

All listened *when he spoke*. He called *while I was out*.

'He punished the boy *whenever he did wrong*.'

The boy was tired *after he had walked a mile*.

2. **Place**, when introduced by the relative verbs of place, as *where, whither, whence, etc.*

'He is still standing *where I left him*.'

'*Whither I go* you cannot come.'

'The man has returned *whence he came*.'

3. **Manner**, when introduced by the relative adverb *as*, as, 'He did *as he was told*.' Clauses beginning with *as* are elliptical, as,—

He did *as he was told (to do)*

4. **Degree**, when introduced by the conjunction *than, the* (adverb) *as*. Adverbial clauses denoting *degree* are always elliptical. They are attached to adjectives or adverbs rather than to verbs, as—

'The result was greater *than I anticipated*.'

The more you study, the more you will learn.

'The boy is as old *as the girl*.'

5. **Cause**, when introduced by the conjunctions *because, for, since, as, that, as,—*

'I love him *because he is good*.' I came, *for you called me*.'

I will stay *since you wish it*.

6. **Purpose**, when introduced by *that*, *lest* :

‘Take heed *lest* he fall.’

‘He ran so fast *that* he might catch the train.’

7. **Condition**, when introduced by *if*, *unless*, *except*, *however*, etc.

In all adverbial clauses of *condition*, the clause expressing the *consequence* is called the principal clause, and the clause expressing the *condition* or *supposition* is called the subordinate clause :—

I will come with you (*principal*) *if* you wish it (*subordinate*.)

You will be punished (*principal*) *unless* you do better (*subordinate*)

8 **Concession**, when introduced by *though* or *although* :
as—

‘*Though* he was rich, he did not help me.’

‘*Although* he spoke, he said nothing.’

N.B.—In the sentence ‘*Though* it is hard, I shall obey,’ the clause is *concessive*, but in ‘*Though* it be hard, I shall obey,’ the clause is *conditional*. Cf. I wish that he *were* happy, denotes a wish contrary to the fact : (*i.e.* he was not happy.)

Position of Adjective Clauses.

1. **Time clauses** are usually placed before the clauses they qualify.

2. **Conditional and Concessive clauses** are placed before the clauses they qualify.

3. **Clauses of Cause or Reason** (*a*) when introduced by *because* and *for*, are usually placed *after* the clauses they qualify.

But (*b*) when introduced by *as*, *since*, *seeing that*, *considering that*, they are usually placed *before* the clauses they qualify.

4. **Adverbial clauses of degree** usually *follow* the clauses they qualify.

5. **Clauses of Purpose** sometimes precede and sometimes follow the clauses they qualify.

Hints on Phrases and Clauses.

231. To enable the student to ascertain whether a phrase or a clause is substantival, adjectival, or adverbial, the following general hints may be of use :—

1. A phrase or clause is substantival, if it answers the question *what thing?*

2. It is adjectival if it answers the question *of what sort?* or *how many?* &c.

3. It is adverbial, if it answers the question *how?* or *when?*—
Gow.

Compound Sentence.

232 A sentence consisting of two or more sentences which are grammatically independent of one another is called a **compound sentence**.

233. The parts of a compound sentence are called **Clauses**. They are placed side by side for the purpose of amplifying, opposing or contrasting what the clauses separately express, and are said to be **Co-ordinate**, i. e. of the same rank or order with each other.

Co-ordinate Clauses are grammatically *independent* of each other; whereas every **Subordinate Clause** is *dependent* upon some other part of a complex sentence.

Co-ordinate Clauses.

'Day has come *and* night has gone.'

'Neither Ram *nor* Syam was present there.'

Subordinate Clauses.

'We love him *because he is kind*.'

'Work hard, *that you may succeed*.'

A *parenthetical clause* sometimes occurs in a sentence and has no grammatical connection with it. In analysing such clauses, it is better to state that it is parenthetical, e. g., 'Virtuous men, *as we all know*, are universally esteemed.'

Sometimes clauses are written without the copulative conjunction, and they are called **Collateral Clauses**, e. g. 'I came, I saw, I conquered.'

The following relations are expressed in compound sentences :—

1. **The Copulative Relation** chiefly exists when two or more assertions are merely *joined* together, e. g.

'Man proposes and God disposes.'

2. **The adversative Relation** exists when two or more assertions are opposed to each other, e. g.

'He did not go to London, but he went to Paris.'

3. **The Causative Relation** exists where we account for one assertion by means of another, *e.g.*

‘I am happy, for I have done my work.’

Contracted Sentences.

234. A compound sentence may be *contracted*,—that is, one of the subjects or one of the Predicates may be left out for the sake of convenience. Such a sentence is called a **contracted sentence**, *e.g.*

He plays and sings = He plays and he sings

Elliptical Sentences.

235. Words which are necessary to complete the grammatical construction of sentences are often omitted because they are *understood*. Such a sentence is said to be *elliptical*.—TAYLOR.

‘He is as tall as I am’ is in full, ‘he is as tall as I am tall.’ ‘He is tall’—*Principal clause*. As I am tall—*sub. adv. cl.* modifying the first adverb *as*.

Mixed Sentences.

236. Sometimes sentences are met with which are neither simply compound, nor simply complex; they are *compound complex*; *e. g.*

‘The old subjects of contention had vanished, and those which were to succeed had not yet appeared.’

The sentence is *compound*, the first member being simple, the second member, *complex*.

The old subjects of contention had vanished,—*simple*, and those which were to succeed had not yet appeared—*complex*, having the adjective clause *which were to succeed* qualifying *those* (subject.)

Hints for the Analysis of Sentences.

1. Read the passage over and consider carefully whether it is a **Simple, complex** or **compound** sentence, noting that for every finite verb you have a separate clause.

2. If the sentence to be analysed is a **simple** sentence—

(a) Find the subject of the sentence.

(b) Find the finite verb, and set it down as the predicate.

(c) Set down the enlargement of the subject, if any.

(d) If the finite verb be transitive, find its object and put it down as the completion of the predicate.

(e) Set down the extension of the predicate, if any.

3. If the sentence you analyse turns out to be **Complex**—

(a) Pick out the Principal clause:—Find the subject; find its Predicate; then if the verb be transitive, find its object; next look for the adjuncts of each, and place them in their proper position.

(b) Pick out the subordinate clauses under the heads of (i) Noun, (ii) Adjective and (iii) Adverbial clauses, as the case may be.

(c) Determine the relation of the different subordinate clauses to the parts of the Principal clause.

(d) Deal with the subordinate clauses in the same manner as the Principal clause—subject, predicate and object, with the adjunct of each, if any.

4. In the case of a **compound** sentence—

(a) Supply all omitted subjects and predicates.

(b) Break up the sentence into co-ordinate sentences.

(c) Analyse the Principal and Subordinate clauses of the Co-ordinate sentence one by one, when the co-ordinate sentences have clauses.

5. With regard to **elliptical** sentences—

(a) Supply the Subject in the case of sentences containing the imperative mood.

(b) When a comparison is expressed by *than* or *as*, the omitted words must be supplied.

6. Conjunctions, Interjections, and Nominatives of Address are omitted from analysis.

7. Parenthetical clauses are to be analysed separately.

Specimens of Analysis.

1. 'It is easy to decide the matter.'

This is a Simple sentence.

The grammatical subject is *it*, which stands for the logical subject, *to decide the matter*; the predicate is *is easy*.

2. 'The curfew tolls the knell of parting day.'

A Simple sentence—

- I. *Subject*—'Curfew.'
- II. *Attributive adjunct of subject*—'the'
- III. *Predicate*—'tolls.'
- IV. *Object*—'knell.'
- V. *Attributive adjuncts of object*—(1) 'the,' (2) 'of parting day.'

3. Knowledge to their eyes, her ample Page,

Rich with the spoils of time, did ne'er unroll,'

A Simple sentence—

- I. *Subject*—'Knowledge'
- II. *Predicate*—'did unroll.'
- III. *Object*—'page' (direct object): 'never,' 'to their eyes,'
(*adverbial adjuncts to predicate.*)
- IV. *Attributive adjuncts of object*—(1) 'her,' (2) 'ample'
'rich with the spoils of time.'

4. 'He was so ill that he could not speak.'

This is a complex sentence

Principal clause—*He was so ill.*

Subordinate clause—*That he could not speak.*

The subject is *he*; the predicate is *was ill*. *So* is an adverb modifying *ill*; '*that he could not speak*' is an adverbial clause modifying *so*.

5. 'It droppeth as the gentle rain from heaven.'

A Complex sentence.

Principal clause—*It* (subject), *droppeth* predicate.

Subordinate adverbial clause—*as the gentle rain from heaven (droppeth)*—modifying *droppeth*.

6. 'The banker is as worthy a man as ever lived'

A Complex sentence.

Principal clause—*The banker is as worthy a man.*

Subordinate adverbial clause *as* (a worthy man) *ever lived*.

The subject is *the banker*, the predicate is *is as worthy a man*; *as* is an adverb modifying the adjective *worthy*: *as* (a worthy man) *ever lived* is an adverbial clause modifying *as* in the Principal sentence.

Example 7—"I shall begin with that which, though the least in consequence, makes perhaps the most impression on our senses, because it meets our eyes in our daily walks."—A Complex sentence.

SENTENCE.	KIND OF SENTENCE.	SUBJECT.	PREDICATE.	COMP. OF PRED.	EXTENT. OF PRED.
(a) I shall begin with that ...	Principal sentence ...	I ...	shall begin ...	.....	with that
(b) which makes perhaps the most impression on our senses.	Adjectival sentence qualifying <i>that</i> in (a)	which ...	makes ...	the most impression	perhaps, on our senses
(c) though the least in consequence	Adverbial sentence qualifying <i>makes</i> in (b)	(though) (it)	(be)	the least in consequence	.....
(d) because it meets our eyes in our daily walks.	Adverbial sentence qualifying <i>makes</i>	(because) (it)	meets ...	our eyes ...	in our daily walks

Example 8.—Caesar, who is commonly esteemed to have been the founder of the Roman Empire, possessed very eminently all the qualities, both native and acquired, that enter into the composition of a hero, but failed of the honour, because he overthrew the laws of his country, and raised its greatness by the conquest of his fellow-citizens more than of their enemies.—A Compd. Sent.

SENTENCE.	KIND OF SENTENCE	SUBJECT.	PREDICATE.	COMP. OF PRED.	EXTEN. OF PRED.
A Caesar possessed very eminently all the qualities, both native and acquired	Principal sentence ...	Caesar ...	possessed ...	all the qualities (both native and acquired, adj. adjunct)	very eminently
(a) who is commonly esteemed to have been the founder of the Roman Empire	Adjective clause qualifying <i>Caesar</i> .	who ...	is esteemed ...	to have been the founder of the Roman Empire	commonly
(b) that enter into the composition of a hero	Adjective clause qualifying <i>qualities</i> .	that ...	enter ...	into the composition of a hero	.....
B but (he) failed of the honour	Principal sentence ...	(he) ...	failed ...	.....	of the honour
(c) because he overthrew the laws of his country.	Adverbial sentence to B	he ...	overthrew ...	the laws of his country	.....
(c') and (because he) raised its greatness by the conquest of his fellow-citizens more	Adverbial sentence co-ordinate with (c)	(he) ...	raised ...	its greatness ...	more by the conquest of his fellow-citizens
(e) (than) he raised its greatness by the (conquest) of their enemies.	Do. Do. modifying <i>more</i> in (d)	(he) ...	raised ...	its greatness ...	by the conquest of their enemies

EXERCISE XI.

1. What is a sentence? How are sentences classified? Give two examples of each.

2. Define the *subject* of a sentence. Point out the subject in each of the following sentences :—

- (i) 'To delay is dangerous.'
- (ii) 'Give me your hand.'
- (iii) 'It is useless to deny the fact.'
- (iv) 'There was a man at the gate.'
- (v) 'The war being ended, the soldiers returned.'

3. Define the term *Predicate*. Point out the Predicate in each of the following :—

- (i) 'To see is to believe.'
- (ii) 'They made him treasurer.'
- (iii) 'Let us go.'
- (iv) 'A desire to please is the essence of politeness.'
- (v) 'How are the mighty fallen?'

4. What are meant by the *complement*, the *enlargement*, of the *subject*, and the *extension of the predicate*? Give three examples of each.

5. Point out the *adjuncts* of *subject*, *object* and *predicate* in the following sentences :—

- (a) 'Virtuous men are always happy.'
- (b) 'Some of the boys of the school have passed the Entrance Examination very creditably.'
- (c) 'I have a splendid mansion in the country.'
- (d) 'Looking upward, they beheld the cause of the trouble.'
- (e) 'No man in his senses will do so rude an act.'
- (f) 'The king having died, his eldest son ascended the throne.'

6. How does a clause differ from a phrase? Name the kinds of subordinate clauses, and give an example of each.

7. Pick out subordinate clauses in the following sentences, saying whether they are substantival, adjectival or adverbial.

- (i) 'The fact that he has disappeared is unquestionable.'
- (ii) 'All that glitters is not gold.'
- (iii) 'The postman reported that the general was dead.'
- (iv) 'The children wept when they heard the sad news.'
- (v) 'My hope is that you may prosper.'

- (vi) 'The gentleman called when we were out.'
- (vii) 'The reason why he came is not known.'
- (viii) 'What we seek, we shall find.'
- (ix) 'Write to us as soon as you reach your destination.'
- (x) 'We sow that we may reap.'

8. State to what kind each of the subordinate clauses in the following sentences belongs :—

- (i) 'Do you know where he lives.'
- (ii) 'I live in the village where he lives.'
- (iii) 'I shall see him when he comes.'

9. State the rules for the position of Adverbial clauses. Give an example illustrating each rule.

10. Distinguish between a complex and a compound sentence. Give two examples of each.

11. In the following sentences, say whether the phrases formed with prepositions are adjectival or adverbial :—

- (i) 'A bird in the hand is worth two in the bush.'
- (ii) 'The paths of glory lead but to the grave.'
- (iii) 'A man without good sense is often afraid without reason.'
- (iv) Religion dwells not in the tongue, but in the heart.'
- (v) 'We had now come in sight of land.'
- (vi) 'Persons in mourning dress in black clothes.'
- (vii) 'He went towards the river.'

12. Give examples of—

- (a) Noun clauses as complements to the predicate.
- (b) Adjective clauses introduced by *as*, *but* and *where*.
- (c) Adverbial clauses introduced by *after*, *as*, *ere*, *since* and *unless*.

13. Rewrite the sentence—'Ram struck Syam.'

- (i) by enlarging the subject with a participial phrase.
- (ii) by enlarging the object with a noun in apposition.
- (iii) by enlarging the predicate with (a) an adverbial phrase of manner, (b) an absolute phrase.

14. Compose a complex sentence in which the subject is limited by an adjective clause introduced (1) by a relative pronoun ; (2) by a relative adverb.

15. Compose a complex sentence in which the predicate (1) is modified by an adverbial clause ; (2) is completed by a noun clause.

16. Analyse the following sentences—

- (i) Early next morning I went to visit the grounds.
- (ii) Success being hopeless, preparations were made for a retreat.
- (iii) Things are not what they seem.
- (iv) There is a tide in the affairs of men,
Which, taken at the flood, leads on to fortune.
- (v) Fear not while acting justly.
- (vi) I am monarch of all I survey :
My right there is none to dispute.
- (vii) If you will fight for the fleece with any Colchian, then
many a man must die.
- (viii) The boys of molten gold stood each on a polished altar
and held torches in their hands to give light all
night to the guests.
- (ix) Life is short, though life is sweet ; and even men of
brass and fire must die.
- (x) In peace, there's nothing so becomes a man
As modest stillness and humility.
- (xi) So he went by land, and away into the mountains, with
his father's sword upon his thigh till he came to
the Spider's mountains, which hang over Epidaurus
and the sea, where the glens run downward from
one peak in the midst, as the rays spread in the
spider's web.
- (xii) To me the meanest flower that blows can give
Thoughts that do often lie too deep for tears.
- (xiii) His rising cares the hermit spied,
With answering care oppressed.
- (xiv) I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host of golden Daffodils,
Besides the lake, beneath the trees,
Fluttering and dancing in the breeze.
- (xv) The great error in Rip's composition was an insuperable
aversion to all kinds of profitable labour. It could
not be from the want of assiduity or perseverance :
for he would sit on a wet rock, with a rod as long
and heavy as a Tartar's lance, and fish all day
without a murmur, even though he should not be
encouraged by a single nibble.

- (xvi) Retracing his steps, however, the wondrous features would again be seen ; and the farther he withdrew from them, the more like a human face, with all its original divinity intact, did they appear ; until, as it grew dim in the distance with the clouds and glorified vapour of the mountains clustering about it, the Great Stone Face seemed positively to be alive.
- (xvii) What time the pea puts on the bloom,
Thou fliest thy vocal vale,
An annual guest in other lands,
Another spring to hail.
- (xviii) Toiling,—rejoicing,—sorrowing,
Onward through life he goes :
Each morning sees some task begin,
Each evening sees its close ;
Something attempted, something done,
Has earned a night's repose.
- (xix) Thou art where billows foam,
Thou art where music melts upon the air ;
Thou art around us in our peaceful home,
And the world calls us forth—and thou art there.
- (xx) I dare do all that may become a man,
Who dare do more is none.
- (xxi) Soon as the evening shades prevail,
The moon takes up the wondrous tale,
And nightly to the listening earth,
Repeats the story of her birth ;
Whilst all the stars that round her burn
And all the planets in their turn,
Confirm the tidings as they roll,
And spread the truth from pole to pole
- (xxii) And Dora took the child, and went her way
Across the wheat, and sat upon a mound,
That was unsown, where many poppies grew.
- (xxiii) Lives of great men all remind us.
We can make our lives sublime,
And departing, leave behind us
Foot-prints, on the sands of time ;
Foot-prints that perhaps another,
Sailing o'er life's solemn main,
A forlorn and ship-wrecked brother,
Seeing, shall take heart again.
- (xxiv) Breathes there the man with soul so dead,
Who never to himself hath said,

This is my own, my native land ;
 Whose heart ne'er within him burned,
 As home his footsteps he hath turned,
 From wandering on a foreign strand ?

(xxv) How happy is he born and taught,
 That serveth not another's will ;
 Whose armour is his honest thought,
 And simple truth his utmost skill.

(xxvi) A third time he approached in the same manner, when the Christian knight, desirous to terminate this elusory warfare, in which he might at length have been worn out by the activity of his foeman, suddenly seized the mace which hung at his saddle-bow, and hurled it against the head of the Emir, for such and not less his enemy appeared.

CHAPTER NIV.

Parsing.

237. To **parse** is to give an account of words as **parts of speech**.

238 In **parsing** the words of a sentence, one has :—

- (i) To tell the **part of speech** each word belongs to.
- (ii) To mention its inflexions if any.
- (iii) To point out its syntactical **relation** to other words in the sentence.

Noun.

1. When parsing a **Noun** state—

(1) Its **class** (kind of noun), (2) its **gender**, (3) its **number**, (4) its **case** (5) **reason** for case, (subject or object of a verb, or governed by a preposition &c.).

Pronoun.

2. In parsing a **pronoun**, state—

(1) Its **class** (kind of pronoun), (2) its **gender**, (3) its **number**, (4) its **person**, (5) its **case**, (6) **reason** for case.

Note.—If it is a relative pronoun, its **antecedent**.

Adjective.

3. When parsing an **adjective**, state—

(1) Its **class** (kind of adjective) (2) its **degree** of com-

parison, (3) the word it **qualifies** or **limits**, (4) whether it is used attributively or predicatively.

Verb.

4. In parsing a **verb**, state—

(1) Its **conjugation** (strong or weak), (2) its **class** (kind of verb, transitive or intransitive &c), (3) its **voice** (active or passive), (4) its **mood**, (5) its **tense**, (6) its **number**, (7) its **person**, (8) its **subject**, (9) its **object**, if any.

Infinitive.

5. In parsing an **Infinitive**, state—

(1) Its **kind** (transitive or intransitive), (2) its **voice**, (3) its **tense**, (4) whether subject or object of a verb, or used as adjective or adverb.

Participle.

6. When parsing a **participle**, state—

(1) Its **form** (present or past, active or passive), (2) the word it **limits**, (3) its **object**, if any.

Adverb.

7. When parsing an **adverb**, state—

(1) The **kind** of adverb, (2) its **degree** (if it is an adverb admitting of comparison), (3) what it **modifies**.

Preposition.

8. When parsing a **Preposition**, state the noun or pronoun it **governs**.

Conjunction.

9. When parsing a **conjunction**, state—

(1) Its **class** (co-ordinate or subordinate).
(2) Its **use** (what it **connects**).

Specimen of Parsing.

1. The curfew tolls the knell of parting day.—*Gray*.

The—Def. article pointing out 'curfew'.

Curfew—Common noun, neuter gender, third person, Singular number, nominative case, subject of the verb 'tolls'.

Tolls—Trans. verb, active voice, indicative mood, present tense, third person, singular, agreeing with its nom. 'curfew' and governing "knell" in the objective case.

The—Def. art. pointing out "knell".

Knell—Common noun, neuter gender, third person, singular number, objective case, governed by the verb "tolls".

Of—Preposition governing 'day.'

Parting—Participial adjective limiting 'day.'

Day—Common noun, neuter gender, third person, singular number, objective case, governed by the prep. 'of.'

Parse the words in *Italics*—

(a) 'In this 'tis God *directs*, in that 'tis man'.

(b) "He must be got rid *of*".

(c) "I proposed *going* with my friends."

(d) "Saddle *me* the horse."

(e) "The minister is *stone* blind."

(f) *Remote* from towns he ran his godly *race*.

Hints :—

(a) *Directs*—Has for its nom. 'who' understood.

(b) *Of*—Part of the verb 'got rid-'

(c) *Going*—Obj. case governed by 'proposed.'

(d) *Me*—Objective case governed by *for*. An instance of *Ethical Dative*.

(e) *Stone*—Used as an adv. modifying the adj. 'blind.'

(f) *Remote*—May be parsed either as an adjective, qualifying 'he' or as an adverb modifying the verb 'ran.'

(g) *Race*—An instance of cognate accusative.

EXERCISE XII.

Parse the italicised words in :—

1. 'He was appointed *king*.'

2. 'He laid him *low*.'

3. 'Fight *it* out.'

4. '*Seeing* is believing.'

5. 'The house is *to let*.'

6. 'He went *rejoicing*.'

7. '*Judging* from his appearance he seems to be a rich man.'

8. 'The ship is *building*.'

9. 'He is *come*.'

10. '*The good* deserve to be loved.'

11. 'No one has heard *what* he said.'

12. '*Be* silent, *that* you may hear.'

13. 'And *passing* rich with forty pounds a year.'

14. '*What* can't be cured must be endured.'

15. 'Generally *speaking*, summer is preferable to winter.'

16. 'Man wants *but little* here *below*.'

— — —

PART II—Composition.

CHAPTER XV.

CONVERSION OF SENTENCES.

239. In the chapter on Analysis of Sentences it has been pointed out that sentences are either *simple*, *complex* or *compound*. This division is mainly based on their structure. Besides this, sentences may be *assertive*, *interrogative*, *imperative*, *optative* or *exclamatory*. They may also be *affirmative* or *negative*.

(a) An **Assertive sentence** affirms or denies a fact :—

Ram obeys his parents. You are not quiet.

Note.—When a sentence affirms a fact it is called an **Affirmative sentence**, as,

‘The sun rises in the east.’

When it denies a fact it is called a **Negative sentence**, as,

‘The sun does *not* rise in the west.’ ‘He gives me *no* money.’

(b) An **Interrogative sentence** asks a question :—

Does Ram obey his parents? Are you quiet?

(c) An **Imperative sentence** expresses a command or a request :—Obey your parents. Be quiet.

(d) An **Optative sentence** expresses a wish :—

May he be happy! May God grant him a long life!

(e) **Exclamatory sentences** express surprise, grief, joy or other sudden feelings :—

How tall he grows! What a noble work is man!

240 Negation is expressed by any of the adjectives **no**, **none**, **neither** or the adverbs **not**, **never**, **no** (with comparatives) or the conjunctions **neither**, **nor**.

Interrogative Sentences.

An Interrogative sentence is formed :—

1. By placing the noninative after the verb (when the verb is some form of the verb *to be*) :—

Assertive.

He is hungry.

He is coming.

He was ill.

Interrogative.

Is he hungry?

Is he coming?

Was he ill?

2. By placing the nominative between the auxiliary and the principal verb when the verb consists of an auxiliary and a principal verb.

Assertive.

He has done his work.

He will write.

He has lost his pen.

Interrogative.

Has he done his work?

Will he write?

Has he lost his pen?

3. By inserting *do* or *did* before the nominative :—

Assertive.

Birds sing.

He went there.

Interrogative.

Do birds sing?

Did he go there?

4. In Negative Interrogative, the word 'not' is generally placed between the nominative and the principal verb :—

Has he *not* prepared his lesson? Will he *not* go there?

To a question, affirmative or negative, the answer 'yes' admits a fact, while 'no' denies a fact :—

Did he go there? ...	... { Yes <i>i.e.</i> he did (go). No <i>i.e.</i> he did not.
Is he not hungry? ...	... { Yes <i>i.e.</i> he is. No <i>i.e.</i> he is not.

Negative Sentences.

241. Any assertive sentence can be changed into a negative one by a negative particle, such as, *no*, *not*, *neither*, *nor*, etc.

No and **not** are generally used in simple sentences, **neither** and **nor** in compound sentences :

He did *not* give me money.He gave me *no* money.The man can *neither* read, *nor* write.*Neither* the man, *nor* his wife was present.

When the verb consists of an auxiliary and a principal verb, the negative *not* is placed between them :—

He did not see me.

I shall not go there.

He had not finished his work.

He will not leave his place.

There are three methods of forming negative sentences :—

(1) by using *not* between the auxiliary and the principal verb in the active voice ;

- (2) by using *no* before the object of the transitive verb ;
 (3) by using *no* before the object of a verb in the passive voice :—

- (1) He did *not* send me any money.
 (2) He sent me *no* money.
 (3) *No* money was sent to me.

Caution :—The words **not any** should never be used with a noun for **no** with a noun, *e.g.*

Incorrect :—Not any man can do this.

Correct—No man can do this.

Incorrect :—There is not any doubt about it.

Correct :—There is no doubt about it.

Incorrect :—Not any boy of the first class can do this.

Correct :—No boy of the first class can do this.

Conversion of the Active into the Passive Voice.

242. The following general rules are given for the change of the active form into the passive.

With a single object :—

(1) Make the object of the verb the subject of the new sentence :

(2) Change the active form of the verb into its passive form, taking care to keep the same mood and tense :

With a double object :—

(3) Change the subject into the object with *y* before it :

One of the objects becomes the subject of the passive verb, the second object is retained as object after the verb :

*Active :—*He offered me the post.

*Passive :—*I was offered the post ; or, the post was offered to me.

*Active :—*He gave me some money.

*Passive :—*I was given some money (by him) ; or, some money was given to me (by him)

Conversion of Degree of Comparison.

243 The **Comparative** always implies that one of two objects or sets of objects possesses a certain quality in a greater or less degree than the other.

244. Comparison between two objects is often expressed by the comparative followed by *than* when *opposition* is implied ; as, Ram is *taller* than Syam.

But when selection from two objects of the same class is meant, the comparative is followed by *of* ; as, Ram is the taller *of* the two.

Hence we have two forms of the comparative in English :—

The lion is stronger than the tiger.

Of the two animals (the lion and the tiger.) the lion is the stronger.

In changing the degree of an adjective, care must be taken to use the *comparative degree* when the first term of the comparison *excludes* the second term.

The words *other*, *rather*, *less*, *otherwise* require *than* to introduce the latter term of comparison :

Ram is better than any *other* boy in his class.

245. There are three kinds of comparison :

- (i) Of **superiority** expressed by the inflexions *er*, *est*, or by *more* or *most*.
- (ii) Of **inferiority** expressed by—
 - (a) the inflexions *er*, *est*, or by *less* or *least*.
 - (b) **not so.....as** used with the positive ; as, Ram is *not so wise as* his brother.
 - (c) **not so many.....as** used with nouns ; as, Ram has *not so many friends as* Syam.
 - (d) **not so much.....as** used also with nouns and participles ; as, Ram *is not so much experienced as* Hari.
- (iii) Of **equality** expressed by—
 - (a) **as.....as** used with the Positive ; as, Ram is *as good as* Syam.
 - (b) **as much.....as** used with nouns and participles ; as, He has *as much money as* his brother.
 - (c) **as many—as**—used with nouns ; as, He has *as many friends as* his brother.

EXAMPLES OF CHANGES IN DEGREE.

Ram is the tallest boy in the class.—*Superlative*.

Ram is taller than any other boy in the class.—*Comparative*.

No other boy in the class is taller than Ram.—*Comparative*.

No other boy in the class is as tall as Ram.—*Positive*.

The Indus is the largest river in India.—*Superlative.*

The Indus is larger than any other river in India.—*Comparative.*

No other river in India is larger than the Indus.—*Comparative.*

No other river in India is so large as the Indus.—*Positive.*

246. In using the superlative degree, care must be taken to use it only when the second term of the comparison *includes* the first—GOYEN. Hence 'Thomas is the wisest of his brothers,' is incorrect ; for 'Thomas cannot be one of his own brothers.' The superlative cannot be used unless some term be employed which *includes both* Thomas and his brothers :—Thomas is the wisest of his father's sons.

Adverbs like adjectives may be changed from one degree to another :—

Ram behaves in the class more properly than any other boy.
—*Comparative.*

No boy behaves in the class so properly as Ram.—*Positive.*

Expansion of Words and Phrases into Clauses.

247. The four principal parts of speech that enter into the formation of a sentence are :—

- | | |
|-------------------|----------------|
| 1. The Noun. | 2. The Verb. |
| 3. The Adjective. | 4. The Adverb. |

Each of these can be expanded into—

- | | |
|--------------|--------------|
| 1. a Phrase. | 2. a Clause. |
|--------------|--------------|

1. The **Noun** can be expanded into an infinitive or participial phrase, and into a noun clause—

- (a) *Delay* is dangerous.
- (b) *To delay* is dangerous.
- (c) It is dangerous *to delay*.
- (d) *Making delay* is dangerous.
- (e) *That one should delay* is dangerous.
- (f) It is dangerous *that one should delay*.

- (a) *Walking* is healthy.
- (b) *To walk* is healthy.
- (c) It is healthy *to walk*.
- (d) *Taking a walk* is healthy.
- (e) *That a man should walk* is healthy for him.
- (f) It is healthy for one *that one should walk*.

- (a) *Happiness* is desirable.
- (b) *To be happy* is desirable.
- (c) It is desirable *to be happy*.
- (d) *Being happy* is desirable.
- (e) *That one should be happy* is desirable.
- (f) It is desirable *that one should be happy*.

2. The **Adjective** may be expanded into a prepositional or participial phrase, and into an adjective clause :—

- (a) *Virtuous* men are always respected.
 Men *of virtue* are always respected.
 Men *living virtuous lives* are always respected.
 Men *who are virtuous* are always respected.
- (b) It is a *difficult* task. It is a task *involving difficulty*.
 It is a task *that is difficult*.

3. The **Verb** may be expanded into the copula and the attribute :—

He *raves*. He *is mad*. He *is of unsound mind*.

4. The **Adverb** may be expanded into a prepositional phrase or an adverbial clause :—

He acts *prudently* He acts *with prudence*.
 He acts *as a prudent man acts*.

“In expansion,” says Mr. Dalglish, “each *word* to be expanded must be changed into its corresponding phrase or clause : a *noun* into a *substantive* phrase or clause : an *adjective* into an *attributive* phrase or clause ; and an *adverb* into an *adverbial* phrase or clause.”

In expanding a phrase into a clause, we must be guided as to the tense of the verb in the new clause by the tense of the verb in connexion with which the phrase stands. If the verb be in the present tense, then the phrase when expanded is *usually* expressed in the present ; but if the phrase be connected with a verb in the past, the past tense *must* be used (except when it expresses a universal or permanent fact.) Thus, ‘Grant him like me to guard the Trojan crown’ becomes ‘Grant that like me he *may* guard the Trojan crown.’ But ‘He went to Madras to see the Museum’ becomes ‘He went to Madras that he *might* see the Museum.’—SHEPARD.

Caution.—In expanding a participle or participial phrase into a clause care should be taken to find out whether the phrase is *adjectival* or *adverbial* ; for example—

- (i) 'Things *seen* are mightier than things *heard*.'
'Things *that are seen* are mightier than things *that are heard*.' (Adj. cl.)
- (ii) 'He met a man *lying* dead on the road.'
'He met a man *that was lying* dead on the road.' (Adj. cl.)
- (iii) *Knowing this*, I was not surprised.'
'*Since I knew this* I was not surprised.' (Adv. cl. denoting *reason*.)
- (iv) '*Respecting ourselves*, we shall be respected by others.'
If we respect ourselves, we shall be respected by others. (Adv. cl. denoting *condition*.)
- (v) '*Old, broken and wounded*, some five hundred Sepoys came to offer their services.'
'*Though they were old, broken and wounded*, some five hundred Sepoys came to offer their services.' (Adv. cl. denoting *concession*.)
- (vi) '*Perceiving my mistake*, I apologised.'
'*Because I perceived my mistake*, I apologised.' (Adv. cl. denoting *cause*.)

Conversion of Sentences by the use of Cognate Derivatives.

248. It will be an excellent practice for the student to endeavour to express the same thought by writing a sentence in various ways, using the noun form of a certain word in one sentence, the verb form in another sentence, and the adjective or adverbial form in another.—WALTON.

- (a) They *differ* in opinion (Verb)
There is a great *difference* of opinion between them. (Noun.)
Their opinion is *different*. (Adjective)
- (b) They are to be rewarded for their *bravery*. (Noun)
They are to be rewarded as they are *brave*. (Adjective)
They are to be rewarded as they acted very *bravely*. (Adverb)

Conversion of Simple Sentences into Complex.

249. A simple sentence can be converted into a Complex one by expanding a word or phrase into a clause.—

A clause differs from a phrase in having a finite verb. Thus 'a man *of power*' (phrase) becomes 'a man *who has power*.' (clause).

- (1) *The education of the people is in itself a good thing.—Simple.*
That the people should be educated is in itself a good thing.—Complex.
- (2) *The prudent man looks to the future.—Simple.*
The man who is prudent looks to the future.—Complex.
- (3) *He knows of our freedom.—Simple.*
He knows that we are free.—Complex.
- (4) *He is a man of good character.—Simple.*
He is a man who has a good character.—Complex.
He is a man whose character is good.—Complex.
- (5) *I dare not act without permission from my superior officer.—Simple.*
I dare not act unless I get permission from my superior officer.—Complex.

Other examples :—

1. Noun Clauses.

1. *He can prove his innocence.—Simple.*
He can prove that he is innocent.—Complex.
2. *Everybody knows the author of Robinson Crusoe.—Simple.*
Everybody knows who wrote 'Robinson Crusoe'—Complex.
3. *He owed his success to me.—Simple.*
It was owing to me that he succeeded.—Complex.
4. *The Judge sentenced him to transportation for life.—Simple.*
The sentence of the Judge was that he should be transported for life.—Complex.

2. Adjective Clauses.

1. *The date of his arrival is uncertain.—Simple.*
The day on which he will arrive is uncertain.—Complex.
2. *Many people in Britain became Christians.—Simple.*
Many people who lived in Britain became Christians—Complex.
3. *He punished the guilty.—Simple.*
He punished those that were guilty.—Complex.
4. *The Mercian king, Penda, would not believe in the religion of Christ.—Simple.*
The Mercian king, whose name was Penda, would not believe in the religion which was taught by Christ.—Complex.

3. Adverbial Clauses.

1. He gets up *at sunrise*.—*Simple*.
He gets up *when the sun rises*—*Complex*.
2. *For want of money*, I am unable to complete the bargain—*Simple*.
As I have no money, I am unable to complete the bargain—*Complex*.
3. I shall wait here *for the arrival of the post*.—*Simple*.
I shall wait here *until the post arrives*.—*Complex*.
4. *On our return* in the morning, we were delighted to find all quiet.—*Simple*.
When we returned in the morning, we were delighted to find all quiet.—*Complex*.

Conversion of Complex Sentences into Simple.

250. In converting a Complex sentence into a Simple one, it is necessary to contract all subordinate clauses into phrases or words, the principal sentence remaining unchanged. Only the clauses (Noun, Adjective or Adverbial) are to be changed.

In all conversions from complex into simple sentences, the same rule is to be observed with regard to the tense of the verbs in the new *clause* as in the case of *expansion*.

Noun Clauses.

1. We believe *that he is innocent*. = *Complex*.
We believe in his *innocence* = *Simple*.
2. It was owing to me *that he succeeded* = *Complex*.
His success was owing to me—*Simple*.
3. *That he is brave* is known to all—*Complex*.
His bravery is known to all—*Simple*.
4. He received orders *that he should start* at once — *Complex*.
He received orders *to start* at once.—*Simple*.

Adjective Clauses.

1. The man *that was the wisest* ruled the country.—*Complex*.
The *wisest* man ruled the country.—*Simple*.
2. The boy *who stood first* got the prize.—*Complex*.
The *first* boy got the prize.—*Simple*.

Adverbial Clauses.

1. He lived in Calcutta, *when he was a boy*—*Complex*.
In his boyhood he lived in Calcutta.—*Simple*.

2. He must not go out *unless he gets permission*.—*Complex*.
He must not go out *without permission*.—*Simple*.
3. *When he entered the room* he found it empty.—*Complex*.
On entering the room he found it empty.—*Simple*.

Conversion of Simple Sentences into Compound.

251. In this case we have only to expand some word or phrase in the simple sentence into a clause co-ordinate with that sentence :—

1. The teacher punished the boy for his impertinence.—*Simple*.
The boy was impertinent, and so the teacher punished him.
—*Compound*.
2. 'Notwithstanding several efforts, he failed.'—*Simple*.
He made several efforts, but he failed.—*Compound*.

Conversion of Compound Sentences into Simple.

252. The general rule is to contract all principal clauses except *one* into phrases (infinitive, prepositional or participial) :—

1. 'He was diligent, therefore he succeeded.'—*Compound*.
Being diligent, he succeeded.—*Simple*.
2. She conducted me into her hut, and she lighted a lamp.
—*Compound*.
Having conducted me into her hut, she lighted a lamp
—*Simple*.

Conversion of Complex Sentences into Compound.

253. The rule is to change one or more of the subordinate clauses into clauses co-ordinate with the principal sentence :—

1. If you try, you will succeed.—*Complex*.
Do try and you will succeed.—*Compound*.
2. He lived in Rome, where his friend was born.—*Complex*.
He lived in Rome, and here his friend was born.—*Compound*

Conversion of Compound Sentences into Complex.

254. This is done by changing all the co-ordinate clauses but *one* into subordinate clauses :—

1. He is a good man and does his work well.—*Compound*.
As he is a good man he does his work well.—*Complex*.
2. Ask and it shall be given.—*Compound*.
If you ask, it shall be given.—*Complex*.

Combination of Sentences.

255. A number of simple sentences may be combined so as to form one sentence. The combined sentence, while con-

taining all that the simple sentences say, expresses the thoughts in a shorter way :—

Simple Sentences :—The man was poor. He was old. He went wearily. He went along the meadow.

Combined Sentence :—The poor old man went wearily along the meadow.

In exercises of this kind, the general rule is (*a*) to retain one of the sentences unaltered ; and (*b*) to convert the others into phrases as adjuncts to some word in the sentence retained :—

Simple sentences :—The two boys became very tired. They could not proceed further. They rested at an inn. They rested for the night.

Combined sentence :—Having become too tired to proceed any further, the two boys rested for the night at an inn.

256. Similarly, several simple sentences may be combined into one Complex Sentence, by retaining one of the sentences unaltered as the Principal Sentence and converting the others into subordinate clauses (Noun, Adjective or Adverbial) to the sentence retained (Principal Sentence) :—

Simple sentences :—(*a*) This is the house. Jack built the house.

(*b*) The pitcher plant is a native of the East Indies. It has mugs. These mugs are attached to its leaves. Each mug holds about a quart of very pure water.

(*c*) One day I was in the reading-room. I took up a newspaper. It contained an account of the meeting. The account amused me greatly.

Combined Sentence :—(*a*) This is the house that Jack built.

(*b*) The pitcher plant, which has mugs attached to its leaves, each mug holding about a quart of very pure water, is a native of the East Indies.

(*c*) One day as I was in the reading-room, I took up a newspaper containing an account of the meeting, which amused me greatly.

EXERCISE XIII.

1. Rewrite the following sentences changing the italicised verbs into the passive voice :—

(i) 'The heavens *declare* the glory of God, and the firmament *showeth* his handiwork.

(ii) 'God *made* the country, and man *made* the town.

- (iii) 'I *bring* fresh showers for the thirsting flowers.'
- (iv) 'They *laughed* at his folly.'
- (v) 'One would *imagine* he was mad.'
- (vi) 'One touch of nature *makes* the whole world kin.'
- (vii) 'We *carved* not a line, and we *raised* not a stone.'
But we *left* him alone with his glory.
- (viii) '*Having crossed* the bridge, they *attacked* the enemy.'
- (ix) 'Whenever a child *wanted* his dinner, he *found* it grow-
ing on a tree.'
- (x) 'The teacher *forbade* the boy to go away.'

2. Rewrite the following sentences, changing the italicised verbs into the active voice :—

- (i) 'I will see what *can be done* for you.'
- (ii) 'We *were overtaken* by a heavy shower of rain.'
- (iii) 'Not a drum *was heard*, not a funeral note.'
- (iv) 'Such a curious dress *was never seen* before.'
- (v) 'You *are expected* to come immediately.'
- (vi) 'The prisoner *was sentenced* to death by the judge.'
- (vii) 'What *cannot be cured, must be endured*.'
- (viii) 'You *are supposed* to have committed an offence.'

3. Rewrite the following sentences, changing in two ways in the passive form the italicised verbs having two objects :—

- (i) 'I will *tell* you a story of the oldest of the old time.'
- (ii) 'The examiner *asked* him a few questions on history.'
- (iii) 'They *refused* me the favour.'
- (iv) 'I *forgive* him his fault.'
- (v) 'He *played* me a bad trick.'
- (vi) 'He *wrote* me a letter yesterday.'
- (vii) 'The townspeople *sent* the Governor an important petition.'
- (viii) 'I thrice *presented* him a kingly crown.'

4. Rewrite the following sentences changing the voice of the verbs in italics, without altering the sense :—

- (i) The boast of the soldiers, as we *find* it recorded in their solemn resolutions, was that they *had not been forced* into service.
- (ii) 'In 1498 Vasco de Gama *discovered* a new route to India and this *put* the trade into the hands of the Portuguese, who *retained* it for a long time.'
- (iii) *Having found* a guide who *knew* the road, we *placed* the baggage on mules, *paid* the shepherd who *had conducted* us so far and *sent* him back to tell our friends where they *might find* us.

5. Rewrite the following interrogative sentences in the assertive form :—

- (i) 'Were you not aware that a circle has only one centre?'
- (ii) 'When will the next matriculation examination take place?'

6. Convert the following sentences into negative sentences using the word *not*, with and also without an auxiliary :—

- (i) 'Cats like milk.'
- (ii) 'The boys study regularly.'
- (iii) 'Read your book.'

7. Rewrite the following exclamatory sentences in the assertive form :—

- (i) 'What a beautiful flower this is !'
- (ii) 'How swift is a glance of the mind !'

8. Rewrite the following sentences without the imperative :—

- (i) 'Give me the problem, and I shall work it.'
- (ii) 'Do not wish for what you cannot have.'
- (iii) 'Make a proper use of your time.'

9. Rewrite each of the following sentences changing the degrees of comparison :—

- (i) 'He is one of our *best* friends in this world.'
- (ii) 'Prevention is *better* than cure.'
- (iii) 'He is *as tall* a man as I ever saw.'
- (iv) 'He does not write *so fast* as his elder brother.'
- (v) 'Australia is the *largest* island in the world.'

10. Rewrite the following sentences, retaining their meanings but using the *noun* forms of the italicised verbs :—

- (i) I am not *acquainted* with him.
- (ii) The two boys *differ* greatly in disposition.
- (iii) By our ancient Saxon laws a thief *was punished* with death.
- (iv) He is *allowed* five Rupees a month by his father.
- (v) He *presumes* to question my authority.
- (vi) The force was not *strong* enough to *maintain* order.
- (vii) It is not *likely* that he will *fail*.
- (viii) He was so *bold* as to *defy* his enemies.
- (ix) They were prepared to *receive* the news.

11. Rewrite the following sentences, using in each the *adjective* form of the noun italicised :—

- (i) The barrister had sufficient *ingenuity* to see the *fallacy* in the argument.
- (ii) Any man of *sense* could perceive how great a *fraud* he had perpetrated.

12. Substitute a single word for the italicised expressions :—

- (i) The applicant is *one who according to the rules cannot be elected*.
- (ii) This word is *no longer in use*.
- (iii) He is *readily moved by the sufferings of others*.
- (iv) The mystery was *such that it could not be understood*.
- (v) His office is *one for which no salary is paid*.

13. Supply one word for the words in italics :—

- (i) This is *not to be believed*.
- (ii) Paper *to write on*.
- (iii) A *document that has been written with the hand*.
- (iv) *Handwriting that cannot be read*.
- (v) *Behaviour that is not natural*.
- (vi) A man *who lacks courage*.
- (vii) A wound *that causes death*.
- (viii) A monster *that inspires fear in others*.
- (ix) A habit *that clings to one through life*.

14. Give one word to express each of the following :—

- (i) Incapable of being wounded.
- (ii) Incapable of being understood.
- (iii) Incapable of being seen.
- (iv) Incapable of being defended.
- (v) Incapable of being read.
- (vi) Incapable of being heard.
- (vii) Incapable of being repaired.
- (viii) Incapable of being accomplished.

15. Rewrite the following sentences using in each the adverbial form of the italicised word :—

- (i) I shall be glad to hear of his *safe* arrival.
- (ii) He made a *careful* study of the subject.

16. State the nature of the italicised phrase in each of the following sentences and change it into a clause :—

- (i) *But for an accident* they would have reached their destination.
- (ii) *To the surprise of all* he was acquitted of the main charge.

17. Expand the phrase, common to each of the following sentences, into a clause :—

- (a) (i) *Deprived of her naval supremacy*, England was able to maintain the war.
- (ii) *Deprived of her naval supremacy* England was not able to maintain the war.
- (iii) *Deprived of her naval supremacy*, England will not be able to maintain the war.

- (b) (i) *France not yielding*, England declared war.
 (ii) *France not yielding*, England would have declared war.
 (iii) *France not yielding*, England will declare war.

18. Expand the italicised words into adverbial clauses :—

- (i) The *skilled* workman succeeded in solving the problem.
 (ii) The *swift* hare was beaten by the *slow* tortoise.

19. Rewrite as simple sentences using *adverbial* phrases for the clauses italicised in (i) and *adjectival* phrases for those in (ii).

- (i) (a) *Though he was often entreated to betray his trust*, he remained true to it.
 (b) The conspirators were enjoined to preserve secrecy ; *otherwise they should suffer death*.
 (c) *As the nation desired*, Lord Tennyson was buried in Westminster Abbey.
 (ii) (a) Will you come with me to a gentleman *with whom I am acquainted* ?
 (b) He was a statesman *whose integrity was doubtful*.
 (c) It was a period *when rebellion was wide-spread*.

20. Recast the following sentences as directed :—

- (a) He is supposed not to have drawn the map. (Make *map* the subject).
 (b) A soldier of the tenth legion leaped into the water as soon as the ship touched the shore. (Begin with *No sooner*.)
 (c) But for your laziness you might take the highest place in your class. (Make this a complex sentence, using the adjective form of *laziness*)
 (d) Though you are very generous, you will gain few friends. (Make this a simple sentence.)
 (e) There are few young men who would not overcome this difficulty. (A simple sentence).
 (f) The hubbub among the servants increased as this crisis approached. (Make it a simple sentence).
 (g) Is there anything that can be done to express my gratitude. (Use the word *means*).
 (h) A thief stole my purse in the bazar yesterday. (Use the verb *rob*).

21. Turn each of the following complex sentences into a simple one :—

- (i) He would go, if you asked him.
 (ii) It is doubtful whether he will succeed.
 (iii) I do not think it right that this course of action should be adopted.
 (iv) I can make it clear to you that I am innocent.
 (v) It was you that I was laughing at.
 (vi) If I could sell my milk at a good price, I might buy a hen.

- (vii) Although they took every precaution they ran aground.
- (viii) If it had not been for the assistance he received, he would not have succeeded.
- (ix) When he had harangued the meeting for two hours he took leave.
- (x) I am sorry that I have not received a letter from him.

22. (a) Construct simple sentences introducing the following :—

- (i) To say the least. (ii) Not to my knowledge. (iii) Speaking in round numbers. (iv) Without a moment's hesitation. (v) To bask in the sunshine of.

(b) Construct complex sentences in which the following are to be included as subordinate sentences :—

- (i) How I came to overlook such a mistake (ii) While our thoughts were thus employed. (iii) When the door of the apartment flew open. (iv) That he was guilty. (v) Which you see in the distance.

(c) Construct compound sentences in which each of the following is to form one of the co-ordinate sentences :—

- (i) Or he will send a substitute. (ii) Else you will be ruined. (iii) But he died without a friend. (iv) Nor was his name obscure. (v) And makes the country around it like a lake.

23. Combine into one *simple* sentence the following :—

The General marched upon the enemy. He marched upon them on the 25th of April. He did so after light skirmishing. He routed the enemy. He routed them with great slaughter. The slaughter was so great as to cause astonishment in the minds of the populace.

24. Combine into one complex sentence :—

I purchased a horse. I purchased it from a horse-dealer. It was of a dark brown colour. Its age was six years. It cost me Rs. 450. I examined it.

25. Combine the following into a complex sentence :—

An anecdote is related of Frederick the Great. Frederick was king of Prussia. One day he was seated in his private room. On that occasion a petition was brought to him. The petition was in writing. The petition was accompanied with a request. The king was requested to read the petition immediately.

26. Combine the following sentences into a complex sentence with the verb *saw* as the predicate of the principal clause ;—

We were standing on a hill. From the hill we saw many tombs. Some of the tombs were to the west of the hills. Others were to the north of the hill. We could not count the tombs. Their large number was the reason. Some of the tombs were half buried in the sand. Some of the tombs rose considerably above the sand.

27. Combine into a *compound* sentence, with only *two* principal clauses :—

The monsoon failed. The tanks became almost empty. No grain could be sown. A famine was feared. The ryots looked anxiously for the next monsoon. It proved more abundant than usual. The danger was averted.

28. Combine the following into one compound sentence with not more than three clauses, the predicates of the clauses being *conspired, were executed, was confiscated* :—

Athelstan was king of England. He was one of the old Saxon kings. Cedric was a nobleman. He entered into a conspiracy with other traitors. They intended to put Athelstan to death. The plot was discovered. The king got the conspirators executed. The king confiscated their lands.

29. Combine the following sentences so as to form *one* simple sentence :—

The English were inferior to the French in number. The English defeated the French. The battle was long and well contested. There was no battle, it is said, that was fought during the war that was so desperate.

30. Combine the following disjoined sentences into one complex sentence with 'had not attained' as the predicate of the principal clause :—

The burning sun of Syria *had not attained* its highest point.

All the time a knight of the Red Cross was pacing slowly along a sandy desert.

The knight had left his distant northern home. He had joined the host of the Crusaders in Palestine. The desert lies in the vicinity of the Dead Sea. The river Jordan pours itself into it. There is no discharge from the Dead Sea.

31. Combine into complex sentences :—

(i) Shakespeare is buried in the church. He is buried in its chancel. It is a large pile. It is a venerable pile. It is mouldering with age. It is richly ornamented.

(ii) The "Vicar of Wakefield" is captivating. The bookseller did not appreciate it. He kept it by him two years. He then published it. It has since attained popularity. It has attained this in several languages. It retains this popularity.

32. Combine into a compound sentence :—

A number of horsemen were seen. They were slowly advancing. They nearly reached the foot of the hill. They then struck off. They struck off in a different direction.

CHAPTER XVI.

DIRECT AND INDIRECT SPEECH.

257. There are two methods of reporting the speech of a person :—

We may report either (1) **directly**, *i.e.*, by using the very words of the speaker ; or (2) **indirectly**, *i.e.*, by giving the substance or meaning of the words used by the speaker.

In **Direct Narration**, the exact words of the speaker are given, which are marked off from the rest of the sentence by means of inverted commas ; as, Ram said, "I am unwell."

In **Indirect Narration**, the signs of the quotation are not used, but the conjunction *that* is generally used before the reported speech, except in cases of Reported Interrogations which are generally introduced by interrogatives, such as *who*, *what*, *how*, *why*, &c., and by *if*.

Direct speech when reported *indirectly* becomes a subordinate noun clause governed by the verb *said*, *asked*, &c. A reported question is often called a dependent question.

Rules for Changing Direct Speech into Indirect.

258. In changing a *Direct* speech into an *Indirect* Narration, the following rules should be borne in mind :—

1. The conjunction *that* is generally used before the indirect speech ; as,

Direct : Ram said, "I am unwell."

Indirect : Ram said that he was unwell.

2. The tense of the verb in the reported speech must be changed to correspond with the tense of the reporting verb.

But if the reporting verb be in the *present* or *future* tense, the tense of the verb in the reported speech remains unchanged.

Also, if the direct speech states a *universal truth*, the verb of the reported speech remains unchanged, though the reporting verb be in the past tense—

Direct : Ram said, "I am unwell."

Indirect : Ram said that he *was* unwell.

Direct : Ram said, "I have done my work."

Indirect : Ram said that he had done his work.

Direct : Ram says, "I am unwell."

Indirect : Ram says that he is unwell.

Direct : Ram said "The earth is round."

Indirect : Ram said that the earth is round.

3. The persons of the pronouns in the reported speech should (if necessary) be so changed in the indirect form that they may refer to the same individuals as they refer to in the direct.—SHEPHARD.

From this general rule we deduce the following :—

(a) If there are pronouns of the first person in the reported speech, they should be changed into the same person as that of the noun or pronoun denoting the original speaker—

Direct : I said, "I am unwell."

Indirect : I said that I was unwell.

Direct : You said, "I was unwell."

Indirect : You said that you had been unwell.

Direct : He said, "I am unwell."

Indirect : He said that he was unwell.

Peculiar cases :—"We" remains unchanged, when it means *mankind generally* ; as,

Direct : He said, "We must all die."

Indirect : He said that we must all die.

Secondly, when '*we*,' '*aur*,' or '*us*' is used editorially, it may be changed into *it* or *its* ; as,

Direct : The *Statesman* says, "We have come to know, &c."

Indirect : The *Statesman* says that it has come to know &c.

(b) If there are pronouns of the second person in the reported speech, they should be changed into the same person as that of the noun or pronoun denoting the person spoken to—

Direct : He said to me, "You may go."

Indirect : He said to me that I might go.

(c) Pronouns of the third person in the direct speech should remain the same in the Indirect Speech—

Direct : He said to me, "He (John) may go."

Indirect : He told me that he (John) might go.

4. Words and phrases expressing near *relation of time* or *place* are changed into corresponding words or phrases expressing *further relation of time* or *place*.—McMORDIE.

Direct

Indirect.

<i>Now</i>	is changed into	<i>then</i>
<i>This and these</i>	„	<i>that and those</i>
<i>Come</i>	„	<i>go</i>
<i>Here, hence</i>	„	<i>there, thence</i>
<i>Hither</i>	„	<i>thither</i>
<i>To-day, this day</i>	„	<i>that day</i>
<i>To-night</i>	„	<i>that night</i>
<i>To-morrow</i>	„	<i>the next day</i>
<i>Yesterday</i>	„	<i>the previous day</i>
<i>Last night</i>	„	<i>the previous night</i>
<i>Next week</i>	„	<i>the following week</i>

Direct : Ram said, "I am *now* very busy."

Indirect : Ram said that he was *then* very busy.

Direct : Ram said, "I shall go to school *to-day*"

Indirect : Ram said that he would go to school *that day*.

Direct : Ram said, "I shall see you *to-morrow*."

Indirect : Ram said that he would see him *the next day*.

Direct : Ram said to me, "*Come* to my house."

Indirect : Ram told me to *go* to his house.

But if '*this*,' '*there*' '*now*', etc., refer to some object, place or time that is present to the speaker during the delivery of the speech, then no change of adjective or adverb is made in the reported speech.—NESFIELD.

Direct : Ram said, "I will do it *now* or never."

Indirect : Ram said that he would do it *now* or never.

Direct : He said "The king will come *to-night*"

Indirect : He said the king would come *to-night*.

This is an instance of the report being made on the same day, but if the report be made on the day after, it would stand thus—

Direct : He said, "The king will come *to-night*"

Indirect : He said the king would come *last night*.

5. The rule for the use of *shall* and *will* in the indirect form must be observed. *Shall* must be changed into *should*, and *will* into *would*. Thus—

Direct : Ram said, "I *shall* go."

Indirect : Ram said that he *should* go.

6. Interjections or interjectional phrases should be omitted in the indirect speech—

Direct : He said, "Alas ! I am undone."

Indirect : He said that he was undone.

7. In changing a direct speech in the interrogative form into an indirect one, the following rules should be observed :—

(a) If the answer to the question be 'yes' or 'no' (i) change the reporting verb into *ask* or *inquire* ; (ii) insert 'whether' or 'if' after it ; (iii) change the question into an assertion—

Direct : He said to me, "Are you hungry ?"

Indirect : He asked me whether I was hungry.

Direct : Ram said to him, "Have you prepared your Euclid lesson to-day ?"

Indirect : Ram asked him whether he had prepared his Euclid lesson that day.

(b) If the question begins with interrogative pronouns or interrogative adverbs, the question is simply turned into an assertive sentence, and the conjunction *that* is always dispensed with. In such cases, the syntactical arrangement of the words is to be observed—

Direct : He said, "What is the meaning of this sentence ?"

Indirect : He asked what the meaning of that sentence was.

Direct : He said, "Why did you go there ?"

Indirect : He asked him why he had gone there.

A question may be changed into an Imperative followed by the question in an Indirect form ; as, *

Direct : Who are you ?

Indirect : Tell me who you are.

Direct : What are you doing ?

Indirect : Tell me what you are doing.

8. In reporting an imperative sentence the following changes are necessary :—

(a) When it denotes *order or direction*—

(i) change the reporting verb into *tell*, *order* or *command* ;

(ii) change the *imperative* into *infinitive*.

Direct : He said to me, "Bring that slate."

Indirect : He told me to bring that slate.

Direct : He said to me, "Go home."

Indirect : He told me to go home.

Direct : The teacher said to Ram, "Stand up on the bench"

Indirect : The teacher ordered Ram to stand up on the bench.

(b) When it denotes a *request*—

- (i) change the reporting verb into *request*, *ask* or *beg* ;
- (ii) change the *imperative* into *infinitive*.

Direct : I said to him, "Give me a pear."

Indirect : I *asked* him to give me a pear.

Direct : I said to the teacher, "Please explain the sentence."

Indirect : I *requested* the teacher to explain the sentence.

(c) When it denotes a *wish* or *prayer*—

- (i) change the reporting verb into *wish* or *pray*—
- (ii) change the *imperative* sentence into an assertive one.

Direct : He said to me, "May you be happy."

Indirect : He *wished* that I might be happy.

Direct : He said to me, "May God grant you a long life."

Indirect : He *prayed* that God might grant me a long life.

(d) When *let* occurs in the sentence expressing a *proposal*—

- (i) change the reporting verb into *propose* ;
- (ii) change the verb *let* into *should*.

Direct : He said to me, "Let us go."

Indirect : He *proposed* to me that we *should* go.

Direct : He said, "Let us go out for a walk."

Indirect : He *proposed* that we *should* go out for a walk.

But in the following examples *let* is changed according to the meaning :—

Direct : He said "Let it rain ever so hard, I will start to-day."

Indirect : He said that it might rain ever so hard he would start *that* day.

9. In reporting exclamations the general rule is—

- (i) to change the reporting verb into *exclaim* or *cry out* ;
- (ii) to change the *exclamation* into an *assertion*.

Direct : He said, "What a nice bird it is !"

Indirect : He *exclaimed* what a nice bird it was !

Direct : He said "Good bye, my friends !"

Indirect : He said good-bye to his friends.

259. Besides the above general rules, cases generally occur when some new words are to be used, as in the cases of *ellipsis*, e.g.

Direct : Breathes there the man with soul so dead.

Who never to himself hath said,

"This is my own, my native land."—*Scott*.

Indirect : The poet asks whether there breathes the man with a soul so dead that he has never said to himself of some particular country that that is his own, his native land.

260. In changing a *dialogue* into the indirect form, the words *replied* and *answered* are to be used as reporting verbs.

Direct : I asked him whether he had prepared his lessons.
He replied 'yes.'

Indirect : I asked him whether he had prepared his lessons and he replied that he had.

In reporting a *paragraph*, the reporting verb should be repeated to keep up the connection between the separate sentences :—

Direct : "Prisoner at the bar, during the whole course of my experience as a Magistrate, I have never met with a worse case than yours and I shall inflict on you the heaviest penalty that the law empowers me to inflict. May the example of severity that I shall show to-day be a warning to others who might otherwise be imitators of your crime. You are sentenced to transportation for 10 years. Jailor, remove the prisoner."

Indirect : Addressing the prisoner at the bar, the magistrate said that during the whole course of his experience as a magistrate he had never met with a worse case than his and that he would inflict on him the heaviest penalty that the law empowered him to inflict. He wished that the example of severity that he would show that day might be a warning to others who might otherwise be imitators of his crime. The Magistrate then sentenced him to transportation for 10 years, and ordered the jailor to remove the prisoner.

261. Conversion of Indirect Speech into Direct—

This process of conversion is not at all difficult. The only thing to be done is to see what direct speech when changed into the indirect form will give us the indirect sentence.

Thus :—

Indirect : I asked him why he went there.

Direct : I said to him, "Why do you go there?"

Indirect : Ram asked me whether the pear was good.

Direct : Ram asked me, "Is the pear good?"

EXERCISE XIV.

1. (a) Report the following speech in the direct form :—

The Magistrate asked the complainants if they did not come from a distance, and what they were doing so far from home. Surely it would have been better for them to have laid that complaint of theirs at the *thana* instead of coming to him, when they saw he was so busy.

(b) Turn the following speech into the indirect form :—

They answered "What were we to do, Sir? Had we made this complaint to the police they would not have listened to us? If Your Honour be pleased to help us, we shall obtain our rights"—Cal. *Univ. E. Question*, 1875.

2. Change the direct into the indirect form of narration in the following :—

(a) "Your Majesty asks me, whether I have committed high treason. If I am suspected, let me be brought before my peers. And how can Your Majesty place any dependence on the answer of a culprit, whose life is at stake? Even if I had invited His Highness over, I should, without scruple, plead not guilty."

(b) A cat hearing that a hen was laid up sick in her nest, paid her a visit of condolence, and creeping up to her, said: "How are you, my dear friend: What can I do for you? What are you in want of? Only tell me. Is there anything in the world, that I can bring you? Keep up your spirits, and do not be alarmed." "Thank you" said the hen, "do you be good enough to leave me, and I have no fear but I shall soon be well."—C. U. 1877.

3. Turn the *direct* narration in the following passage into the *indirect* :—

Portia now desired Shylock to let her look at the bond: and when she had read it she said, "The bond is forfeited, and by this the Jew may lawfully claim a pound of flesh to be by him cut off nearest Antonio's heart." Then she said to Shylock, "Be merciful. Take the money, and bid me tear the bond."—C. U. 1878.

4. In the following sentences, put the direct clauses into the indirect form. (You may alter the verbs in the introductory clauses if you think it necessary, but the pronouns in italics must not be altered.

- (i) I said to *him*, "When will you give me the book?"
- (ii) I said to *you*, "Come and sit near me."
- (iii) Did *you* say to *her*, "I will never speak to you again."
- (iv) *He* said to *me*, "I cannot promise to give you promotion."
- (v) I said to *them*, "Don't bother me?"—C. U. 1881.
- (vi) I said to *them*, "Will you go with me?"—C. U. 1881.

5. Turn into the indirect form of speech :—

“Kausalya said to Rama :—‘Do not desire, O my child, to possess the moon, because it is thousands of miles off, and it is not a plaything for children and no child ever got it : if you wish, I will bring some jewels that are brighter than the moon, and you can play with them.’—C. U.—1882.

6. Turn the following into the direct form :—

The lion said he was very feeble. He said his teeth had fallen out. He said he had no appetite. He asked the fox to enter the cave, He said he wished to have the pleasure of his conversation—C. U. 1883.

7. Turn into the indirect narration :—

“Hush, Rip,” cried she, “hush, you little fool ; the old man won’t hurt you.”

“What is your name, my good woman ?” asked he.

“Judith Gardenier.”

“And your father’s name ?”

“Ah, poor man, Rip Van Winkle was his name, but it’s twenty years since he went away from home with his gun, and never has been heard of since—his dog came home without him ; but whether he shot himself, or was carried away by the Indians, nobody can tell. I was then but a little girl.”

“Where’s your mother ?”

“Oh, she too had died but a short time since ; she broke a bloodvessel in a fit of passion.”—C. U. 1886.

8. Turn the following into indirect narration :—

“Romans,” said Scipio, “this is the anniversary of the battle of Zama ; it ill becomes us to spend it in wrangling ; come to the temple and return thanks.”—C. U. 1888.

9. (a) Turn into Indirect Narration :—

“Is it not almost incredible that pious and benevolent men should gravely propound the doctrine, that the magistrate is bound to punish and at the same time bound not to teach ? To me it seems quite clear that whoever has a right to hang has a right to educate.”

(b) Turn into Direct Narration :—

They were told that they had now no chance of being relieved, and were exhorted to save their lives by capitulating.—C. U. 1891.

10. (a) Turn into the direct form of narration :—

The chairman said that he was glad to meet them there that evening : there was, however, one question he wished to ask them to begin with—had they carefully considered what would be the results

of the decision they had come to at the previous meeting ; let them not think the matter one of slight importance either to themselves or to him.

(b) Turn into the indirect form of narration :—

(The chairman said in conclusion) ‘I have seldom heard a question discussed with greater ability than has been shown by the speakers we have to-night listened to. This is, I should suppose, the last meeting we can hold this year. You may congratulate yourselves on the amount of work you have completed.—C. U. 1884.

11. (a) In the following sentences, turn the direct clauses into the indirect form :—‘Well, Hardy,’ said Nelson, ‘how goes the day with us?’ ‘Very well,’ replied Hardy ; ‘ten ships have struck, but five of the van have tacked and show an intention to bear down upon the *Victory*. I had called two or three of our fresh ships round, and have no doubt of giving them a drubbing.’ ‘I hope,’ said Nelson, ‘none of our ships have struck.’

(b) In the following sentences, turn the indirect clauses into the direct form :—

The Emir said to the Crusader that there was truce between their nations : wherefore should they two be at war ? Let there be peace between them. The Crusader replied that he was well contented ; but asked what security the Emir offered that he would observe the truce. The Emir rejoined that it was rather the Crusader from whom he should demand security. The Crusader thereupon swore by the cross of his sword that he would be a true companion to the Emir while their fortune willed that they should remain together—C. U. 1901.

12. Turn into the direct form—

The merchant begged the young man to pardon him the liberty which he took in asking him how it happened that he always made use of his left hand and never of the right ; some accident surely, said he, had happened to it. The young man drew out his right hand from his robe, when the merchant saw, to his utter astonishment, that his right hand was cut off. He then said to the merchant that he was no doubt much shocked at seeing him eat with his left hand, but he would now see that he could not do otherwise. The merchant asked him if he might inquire how he had the misfortune to lose his right hand.—MADRAS MATRICULATION, 1881.

13. Write the following with all that is within marks of quotation turned into the indirect form, making any other change that may be needed :—

Meeting John yesterday, I said to him, “Have you prepared the special lesson which your teacher prescribed last week ?” He replied “You must remember that I was absent from the class last week.” “In that case” said I, “you should have asked your class-fellows on

your return to school, what lessons had been appointed." I added "You should learn not only to do what you are ordered to do, but to think about your duty for yourself and to take pleasure in doing it"—M. M. 1814.

14. Relate as to a friend, in the indirect form the following imaginary conversation between yourself and the Collector of a District beginning your account of it with the words, 'The Collector asked me.'—

"What brings you here? Is there anything you want to say to me?"

"I have come to ask you, Sir, to be so good as to confer on me the appointment which, I am told, is vacant in your office."

"You must tell me first what your qualifications are, and whether you have had any experience of office work."

"I cannot say, Sir, that I have had such experience, but I have passed all the prescribed tests, and can satisfy you as to my character and attainments."

"I shall try you for a week along with another man who has also applied to me for the appointment, and I shall give it to you, or give it to him according as you shew yourself to be better than he, or he shows himself to be better than you."—M. M. 1889.

15. Write in indirect speech the following conversation between Ram and his sister as reported to Govinda on the next day at the Railway station :—

Rama : "Have you heard that Govinda has holidays now and that he will arrive here to-morrow?"

Sister : "No. When did his holidays commence?"

Rama : "Last week ; let us go and ask his father to take us with him to the station to meet him on arrival."

Sister : "Alas ! I must stay with our mother, for she is ill ; but go you to the station without me."—M. M. 1892.

CHAPTER XVII.

PUNCTUATION.

262. **Punctuation** is the art of dividing a written or printed composition by means of certain *marks* called **stops**, for the purpose of indicating the *pauses* required in reading. Its object is to make the writer's thought clear to the reader.

263. The student should bear in mind :—(1) that punctuation is an essential part of composition ; (2) that, if proper

stops are left out, the meaning of a sentence is not made clear ; (3) that each mark has its legitimate use ; and (4) that 'under-pointing is better than over-pointing.'

264. The principal stops are the **Comma (,)** **Semi-colon (;)** **Colon (:)** the **Period** or **full stop (.)**, **Note of Interrogation (?)**, **Note of Exclamation (!)**, and the **Dash (—)**.

The Comma.

265. "Two things are all that are required to teach us the use of a comma : (a) observation of the custom of good writers ; and (b) careful consideration of the sense and build of our own sentences."—MEIKLEJOHN.

The following general rules are, however, given as hints to students :—

266 The **comma** is often used—

1. After a Subordinate Clause or Adverbial Phrase coming at the beginning of a sentence, and preceding the subject :—

- (1) 'When Columbus had finished speaking, the sovereigns sank upon their knees.'
- (2) 'After he had suppressed the conspiracy, he led his troops into Italy.'
- (3) 'Shame being lost, all virtue is lost.'
- (4) 'The sun having set, we went away.'
- (5) 'On the 12th of December, at an unusually early time, Parliament was again assembled.'
- (6) 'One day, while sitting in his garden, he happened to see an apple fall from a tree, and immediately began to consider the general laws which must regulate falling bodies.'

2. Before and after adverbial phrases or clauses let into a sentence ; as—

- (1) 'He endeavoured, in every possible way, to dissuade him from this attempt.'
- (2) 'The answer was given, strange to say, in an off-hand manner.'
- (3) 'You may, if you call again, see him.'
- (4) A time there was, ere England's griefs began.
When every rood of ground maintained its man.

3. Words, phrases or clauses of the same kind coming after one another must be separated by commas except when joined by conjunctions.—*Salmon*.

- (1) 'Faith, hope, and charity are the Christian graces.'
- (2) He is vigorous, bold and honest.
- (3) 'The beggar asked for a piece of bread, a glass of milk, or a few pence.'
- (4) 'She loved, honoured, and obeyed her husband.'
- (5) 'Anarchy and confusion, poverty and distress, dissolution and ruin, are the effects of civil wars.'

4 Before the main verb when the subject is a clause or a lengthy phrase :—

- (1) 'That he made a mistake, is evident.'
- (2) 'Confession of sin without repentance and correction, obtains no pardon.'

5. Before and after nouns used vocatively :—

- 'Ram, come home.'
- 'Your conduct, Thomas, surprises me.'
- 'Come, my friends, let us go there.'

6. Before and after appositional phrases following their nouns :—

- (1) William, the Duke of Normandy, ascended the throne in 1066.
- (2) Kalidas, the Shakespeare of India, was a Brahman.

7. Before quotations : Ram said, "I am ill."

8. After some introductory adverbs, as, *however*, *at length*, *at last*, &c. He came, however, in time to catch the train.

Caution :—The comma ought not to be inserted (i) before "that" introducing an object phrase, nor (2) before "that" introducing a subject after preparatory *it*—*Abbott*.

The following sentences are therefore incorrect :—

- (1) "The ambassador replied, that no interference was needed."
- (2) "It was the common belief, that the house was haunted by the ghost of a murdered woman."

The Semicolon.

267. The Semicolon is used—

1. Between the co-ordinate members of a compound sentence, when they are connected by *and*, *but* or *nor*—*Mason*.

'Time would thus be gained ; and the royalists might be able to execute their old project—*Macaulay*,

'They have wine and spices and fair bread ; and we, oat-cake and straw and water to drink.'—*Green*.

(2) Between the members of the sentence containing an enumeration of several particulars :—

“Philosophers assert that Nature is unlimited in her operations ; that she has inexhaustible treasure in reserve ; that knowledge will always be progressive ; and that all future generations will continue to make discoveries, of which we have not the slightest idea.”

The Colon.

268. The **Colon** is used—

(1) After a member of a sentence ; that is, after a portion of a sentence that has a complete sense by itself. The Colon is therefore used to show some close relation between two or more sentences by combining them in one. The relation indicated may be *consequence, cause, antithesis, similarity, etc.*—*Abbott.*

“He gave a deep sigh : I saw the iron enter his soul.”

How the door was opened no one knew ; on the evening of the robbery it had been locked as usual.”

2) To introduce a *quotation, narrative, an argument, or an example*, often with a dash (:—)

He said : “Who are you ?”
His words were as follows :—

The Full Stop.

269. The **Full Stop** is used—

(1) At the end of every sentence ; as, Do your duty.

(2) After abbreviations ; as, B A , B.L., M.A., M.D.

The Note of Interrogation.

270. The **Note of Interrogation** is used—

(1) After direct questions :—

What's your name ? How do you do ?

(2) After ‘questions of appeal’ when no answer is expected :—

O grave ! where is thy victory ? O death ! where is thy sting ?

Caution :—The note of Interrogation is never to be used after indirect or dependent questions :—

He asked me what my name was.

The Note of Exclamation.

271. Note of Exclamation is used—

(1) After an Interjection :—

Oh ! tell me I yet have a friend

(2) After a vocative :—

O Solitude ! where are the charms.

That sages have seen in thy face ?—*Cowper*.

(3) After words or sentences, uttered with sudden emotion :—

Religion ! what treasure untold

Resides in that heavenly word !—*Ibid*

How fleet is a glance of the mind !—*Ibid*.

The Dash.

272. The Dash is used—

(1) To mark a very abrupt break in the sentence.

My friends—do they now and then send.

A wish or a thought after me ?—*Cowper*.

‘I had some occasion—I forget what—to step into the house.

(2) To enclose an explanatory parenthetical clause :—

It is my unbending rule—and you know the reason—not to receive deputations in my country seat.

On Capital Letters

273. A Capital Letter must be used at the beginning of—

1. The first word of every sentence. 2. The first word of every line of poetry. 3. The first word after a period. 4. The first word of a book or a chapter. 5. The first word of a *direct* quotation. 6. Names of days of the week, or months of the year, or of festivals. 7. The various names of the Deity. 8. All proper names and honorary titles. 9. All adjectives derived from proper names. 10. The names of a religious body or of a political party, or of some important historical event.

Examples :—1. Man is mortal. 2. The curfew tolls the knell of parting day. 3. Honour the king. 4. Scott's Tales of a Grandfather. 5. Ram said, "How do you do?" 6. Monday, April,

Christmas. 7. Almighty, Providence. 8. Sir Garnet Wolsley, Lord Napier of Magdala. 9. English, Germans, 10. Protestant Liberal, The Reformation.

Note.—The pronoun *I* and the Interjection *O* should be written in capitals.

EXERCISE XV.

1 Explain the uses of the comma and the semi-colon, giving three examples of each.

2. Write three sentences to illustrate, in the specified order, the uses of—

(a) A dash, a comma, a note of interrogation.

(b) A semi-colon, a parenthesis, and a note of exclamation.

(c) A colon, quotation marks, and a period (*London Matriculation*, 1905.)

3. Insert the necessary commas, and give your reason in each case :—

(a) Soon after her birth the king her father made a great feast and people came from far and near to see this lovely child.

(b) When the Argonauts came near they let loose a dove which flew swiftly between the rocks.

(c) Introduced with little ceremony and advancing with fear and hesitation and many a bow of deep humility a tall thin old man approached the lower end of the board.

(d) Agitated by this thought he could only bid her be comforted and assure her that she had no reason for the excess of despair to which she was now giving way.

4. Insert the necessary commas and semi-colons, and state your reason in each case :—

(a) The king's daughter whose name was Medea was very sorry for Jason and she told him that she would help him.

(b) 'Prosperity brings friends adversity tries them.'

(c) 'Though deep yet clear though gentle yet not dull strong without rage without overflowing full.'

(d) "Old man my garments are dried my hunger is appeased thou art both wet and fasting."

(e) He was justified by the event for the footpath soon after appeared a little wider and more worn and the tinkle of a small bell gave the knight to understand that he was in the vicinity of some chapel or hermitage.

(f) He came he saw he conquered.

(g) 'Know then this truth enough for man to know
Virtue alone is happiness.'

(h) The Jew kneeled down on the earth which he kissed in token of reverence then rising stood before the Templars his hands folded on his bosom his head bowed on his breast.

5. Correct the punctuation in :—

(a) There was once a wicked Greek king called Pellas. Who stole the kingdom from his elder brotner. When his brother died. He left an only son named Jason. Who ought to have been king instead of Pelias.

(b) The king told Jason. That he should have the Golden Fleece. But that he must first do two things. He must yoke the brazen bulls. And plough a large field. And he must sow this field with the dragon's teeth.

(c) If you press a snowball for a time. It becomes very hard and clear. It changes into ice.

6. Supply the points omitted in the following sentences, and put capital letters where necessary :—

(a) 'The spirit and not the letter of the law should be followed.

(b) 'All classes high and low rich and poor have the same opportunities.'

(c) 'Mercy is twice blessed it blesseth him that gives and him that takes.'

(d) 'Reading makes a full man conference a ready man writing an exact man.'

(e) Provisions having failed the garrison was obliged to capitulate one of the terms being departure with military honours.

(f) The golden fleece was won and Jason taking Medea with him went on board the *argo* and set for Greece.

(g) At the howrah railway station on friday morning the fourth instant an old lady named smith met a pompous-looking bengali gentleman who was talking about steam.

7. Punctuate (giving a reason for each stop) :—

(a) Ireland before the English conquest though never governed by a despotic power had no parliaments.

(b) Thence in February 1827 he set out for spain and while in madrid he made the acquaintance of irving then engaged on his life of christopher columbus.

(c) In the meanwhile Gurth had descened the stairs and having reached the dark antechamber or hall was puzzling about to discover the entrance when a figure in white shown by a small silver lamp which she held in her hand beckoned him into a side apartment.

8. Punctuate the following passages :—

(a) Villain said Prince John thou wouldst not bewray our counsel counsel was never bewrayed by me said DeBracy haughtily nor must the name of villain be coupled with mine peace Sir Knight said Waldemar and you good my Lord forgive the scruples of valiant DeBracy I shall soon remove them. (*ivanhoe*).

(b) In the wise words of shakespeare all places that the eye of heaven visits are to the wise man ports and happy havens happiness indeed depends i repeat it much more on what is within than without us o how careful we should therefore be that we be well furnished within written on friday the sixth day of june at london england by john grant solicitor.

(c) My friend Sir Roger DeCoverley told me the other night that he had been reading my paper on Westminster Abbey in which there were a great many ingenious fancies he told me at the same time that he should be glad to go and see them with me not having visited them since he read history.

(d) At last Friday pitched upon a tree for I found he knew much better than I what kind of wood was fittest for it not can I tell to this day what wood to call the tree we cut down except that it was very like the tree we call fustic or between that and the Nicaragua wood for it was much of the same colour and smell.—(M. M. 1868.)

(e) The most triumphant death is that of the martyred patriot the most splendid that of the hero in the hour of victory and if the chariot and the horses of fire had been vouchsafed for Nelson's translation he could scarcely have departed in a brighter blaze of glory he has left us not indeed his mantle of inspiration but a name and an example which are at this hour inspiring thousands of the youth of England a name which is our pride and an example which will continue to be our shield and our strength—(M. M. 1870.)

CHAPTER XVIII.

FIGURES OF SPEECH.

274. A **figure of speech** is a deviation from the plain and ordinary meaning of a word or phrase ; as, 'He is a *lion*.' Here the word *lion* is turned from its ordinary meaning to denote *a man of strength and courage*. In the expression 'The *winter* of our discontent,' the word *winter* instead of denoting a season of the year is used to express *a state of human feelings*.

275. **Classification of figures**—The figures of speech may be classified thus :—

1. Those based on **Resemblance** ; as, *simile, metaphor, personification* and *allegory*.
2. Those based on **Association** ; as, *metonymy, synecdoche, hyperbole*.
3. Those based on **Contrast** ; as, *antithesis, irony, sarcasm, climax, epigram, oxymoron*.

I.— Figures based on Resemblance.

276. A **Simile** is a figure by which we express resemblance between two *different* objects. This comparison is expressed by *like* or *as*.

In a Simile, the comparison is limited to one point ; as, 'He is as *firm as a rock*.' 'Here the resemblance between a man and a rock is in *firmness* or *strength*.

Caution :—To constitute a Simile, it is necessary that the resemblance must be between subjects of *different kinds*, the one possessing an amount of similarity rendering the other as an illustration of it. Thus to compare Napoleon with Cæsar would not be a figure at all. But when we compare a *hero* to a *lion*, *life* to an *ocean*, an *army* to a *torrent*, we use a figure.

277. **Metaphor** is an implied comparison, and differs from a *Simile* in being expressed in a shorter form without the signs of comparison *like* or *as*.

Any part of speech, except a conjunction, may be used in a metaphor.—Gow.

- (a) *Noun* ; as, He is a *lion* in the fight.
- (b) *Adjective* ; as, 'The fact is *clear*.'
- (c) *Verb* ; as, He *bridles* his anger.
- (d) *Preposition* ; as, He is *above* meanness.

A *metaphor* is sometimes defined as a 'compressed simile.' By dispensing with *like* or *as*, it has the advantage of being brief ; *i.e.* we comprehend the unknown best by comparison. Thus, "the cares and responsibilities of a sovereign often disturb his sleep" is not so brief as "Uneasy lies the head that wears a crown," where the effect of care on the mind is assimilated to the effect of a heavy crown pressing on the head—ABBOTT.

Metaphors are generally used :—

- (1) To help the understanding with the known ; as, 'The wish is *father* to the thought.'

(2) To intensify the feeling : as, "The news is *dagger* to his heart"

(3) To give an agreeable surprise by means of beautiful and striking language, as ;—

—————"Man !
Thou *pendulum* betwixt a smile and a tear."

They are also used to express the more sudden operations of the mind ; as, a *ray* of hope, a *flight* of fancy.

Rules for the use of Metaphors.

278. (1) Mixed Metaphors—The student should be on his guard against using *mixed* metaphors, *i.e.*, in the same sentence metaphors should not be taken from different subjects. Thus, the expression, 'to *take up arms* against a *sea* of troubles, is faulty. We may take up arms against an enemy : and a 'sea of troubles' calls up a comparison of troubles to stormy waves. Here two different actions are combined together, which present to the mind an absurd picture of a man fighting against the waves with some defensive weapons.

(2) Literal statements should not be mixed up with metaphorical ones, such as ;—"Boyle was the father of Chemistry, and brother to the earl of Cork."

"He was the very thunderbolt of war.
And was Lieutenant to the Earl of Mar."

(3) **Straining a Metaphor**—It is equally objectionable to pursue the figure *too far*, *i.e.* to enter into unnecessary details which put a great strain on the imagination of the reader.

(4) **Excess of Metaphors**—Metaphors should not be multiplied to excess.

(5) **Poetic Metaphors** should not be used to illustrate a prosaic subject. Hence 'a poet *soars*' is correct, but we cannot say 'consols *soared* to 95.'

Conversion of Similes into Metaphors.

279. "In a simile" says Graham* "two ideas are placed distinctly before our eyes and compared together, whereas in a metaphor one idea only is expressed, performing the office, or placed in the circumstances, of another ; by which means two ideas are compared in thought, though not in expression." Thus

* *English Composition*, pages 289-90

a minister is called a *pillar* of state. "Talkative persons are like *empty barrels*." Here talkative persons are compared to *empty barrels*.

280. A Metaphor can be turned into a simile by—

(1) finding out the points of resemblance or similarity between the two objects compared :

(2) expressing the sentence in the form of a proportion.

A simile is a kind of rhetorical proportion and contains four terms expressing the points of similarity.

A : B :: C : D

Thus, the sentence 'the ship *ploughs* the sea' can be expanded in the form of a proportion.

As the plough | turns up the land,—so the ship | acts on the sea.

Rule—Hence in all cases of expansion from a Mataphor into a Simile, the only thing we are to do is (1) to find out the points of resemblance and (2) to express the sentence in the form of a *proportion*.

‘The path to fame is *rugged*.—*Metaphor*.

As it is difficult to walk over a rugged ground, so it is difficult to earn fame.—*Simile*.

Similarly, a simile can be turned into a metaphor by (1) omitting the words of comparison and (2) transferring the action of one of the subjects to the other :—

Thus, 'A King governs the country as a pilot' (governs the ship) may be turned into a metaphor, 'A king is the *pilot* of a country.'

Note.—The following list may be useful to the student in finding out the subjects of comparison :—

Morning	...	...	youth
Night	...	...	old age
Life	...	...	the ocean
Light and shade	...	...	joy and sorrow
Knowledge	...	...	a hill, light
Science	...	...	a tree
An evil conscience	...	..	the stormy ocean
Good intention	...	...	a clear stream
Good principles	...	...	a rock

Pity	...	...	...	dew
Firmness	...	...	...	an oak
Envy	...	...	...	rust
Nature	...	...	...	a nurse
Earth	...	...	...	a mother
An army	...	...	...	a swarm of bees
Uncultivated genius	...	...	...	an unpolished diamond
Tranquillity of mind	...	...	...	a sea in a calm
Modest and neglected talent	...	...	...	a flower in the desert
<u>A youth slain in battle</u>	...	...	...	<u>a flower cut down by</u> <u>a plough.</u>

281. Personification is the figure by which we attribute life and action to inanimate objects ; as, 'the hills *rejoice* and *clap hands*.'

There are three forms of Personification :—

(i) The first form consists in ascribing the qualities of living beings to inanimate objects ; as, the *angry* sea, the *thirsty* ground.

(ii) The second form consists in representing inanimate objects or abstract ideas, (such as, *life, youth, death, love, pleasure, &c*), as acting like living beings ; as, 'the very walls will *cry out* against it' : 'charity *forbids* this.'

(iii) The third and highest form ascribes to objects human feelings and purposes with distinction of gender ; as 'the earth felt the wound.'

282. All forms of personification are, correctly speaking, metaphors ; in the former the object is directly spoken of as if it were a real person, whereas in metaphors only some personal attribute or action is predicated of the object.

N.B.—A metaphor may be reduced to a simile, but a true personification cannot be so reduced.

283. An **Ailegory** is a series of metaphors. Both the figures, *simile* and *metaphor*, are confined to a single word in a sentence while an allegory is continued throughout the entire subject. Bunyan's *Pilgrim's Progress* is a well-known example.

Note—The **Parable** and the **Fable** are forms of Allegory.

A **parable** is a short allegory chiefly drawn from nature or human life to convey some religious or moral truth. A **fable** is a kind of allegory in which animals or inanimate objects are made to think, speak and act like men, the object being to teach some moral ; as, the Fable of the Old Man and the Bundle of Sticks teaches us the power and value of union. Its moral is *union is strength*.

Figures based on Association.

284 Metonymy is the figure by which one thing is named by another thing, which has some connection with it. It affects nouns only, and takes several forms :—

(1) *The Cause for the Effect* : or, the author for his works ; as, He is reading *Milton*, i.e., his works ; the *press* for newspapers.

(2) *The Effect for the Cause* : as, *Gray hairs* for *old age*, *shade* for *trees*, *Mars* for *war*, *Bacchus* for *wine*.

(3) *The container for the thing contained* : as, the *kettle* boils, meaning the *water*, the *bottle* for *intoxicating drink*, the *purse* for *money*, *England* for *Englishmen*, (from) the *cradle* to the *grave* for *birth* and *death* respectively.

(4) *The sign for the thing signified* : as, the *sceptre* for *royalty*, *red tape* for *the routine of office*.

(5) *The Instrument for the Agent* : as, the *horse* for *cavalry*.

In connection with this class of figures, comes the figure known as the *Transferred Epithet*, a figure very common in Poetry. It consists in the shifting of an epithet from its proper subject to some allied subject or circumstance : as, 'And (he) entertains the *harmless* day' for 'he spends the day harmlessly.'

285. Synecdoche is the figure by which we put.—

(1) *A part for the whole* : as, *sail* for *ship*, a *roof* for a *house*.

(2) *The whole for a part* : as, the *smiling year* for the *spring*.

(3) *A species for the genus* : as, *bread* for *the necessaries of life*.

(4) *An individual for the species* : as, 'Every man is not a *Solomon*' This is otherwise known by the name of *Antonomasia*.

(5) *The Concrete for the Abstract* : as, *the tool* for *folly*, *the patriot* for *patriotism*.

(6) *The name of the material for the thing made* : as, *gold* for things made of gold, *steel* for weapons made of steel. Cf. 'the *marble* speaks,' 'the *canvas* glows.'

(7) *The name of a passion* is sometimes given for the *object* that inspires it ; as, *my love*, for the *object of my love*—'the *Lord* is my song' i.e. *the subject or theme of my song*.

286. Hyperbole is a figure by which we magnify objects beyond their natural bounds. This is, of course, the result of very strong emotion; as, 'Swift as the wind,' 'He is stronger than a lion.'

Figures based on Contrast.

287. An Antithesis is a figure consisting in the striking contrast of words or ideas in the same sentence; as, '*Man proposes, God disposes*'

Note.—The only precaution necessary in the use of this figure is the arrangement of words in the contrasted clauses. Nouns should be contrasted with nouns, adjectives with adjectives, verbs with verbs; as "*Flattery brings friends; truth brings foes.*"

288. Irony is a figure by which we express the very opposite of what we mean. The real meaning of the speaker is seen in his sneering tone or manner. Thus, when we style a thief, "*A mighty honest fellow indeed!*" we speak ironically.

289. Sarcasm, a kind of Irony, is a keen, reproachful expression. *The Letters of Junius* is a memorable illustration of the figure.

290. Climax is a figure in which the parts of a sentence or paragraph are so arranged that each succeeding one rises above its predecessor in impressiveness; as, 'It is an outrage *to bind* a Roman citizen; *to scourge* him is an atrocious crime; *to put him to death* is almost a parricide, but *to crucify* him—what shall I call it?'

291. Epigram is a figure in which the real meaning is expressed under an amusing appearance of incongruity; as, 'The child is father to the man.'

In a climax, the first part of the sentence prepares the way for the middle, and the middle for the end, in a kind of ascent; as, 'to gossip is a fault; to libel, a crime: to slander, a sin.'

In an Epigram, the language contradicts itself, but the effect is striking as well as amusing; as, 'when unadorned, adorned the most.' It means that natural beauty is better than artificial decoration.

(1) 'You are not only not vicious, you are virtuous.'—*Climax*

(2) 'You are not vicious, you are vice.'—*Epigram*.

Note.—An Epigram is always antithetical, as in the following example :—

(1) 'The Russian grandees came to court dropping pearls and diamonds'—*Climax*.

(2) 'The Russian grandees came to court dropping pearls and vermin'—*Epigram*.

292. Oxymoron is a figure in which an epithet of contrary signification is added to a word ; e g, *cruel kindness*. 'My lord is not my lord,' is an instance of *Oxymoron*. The meaning is, that my lord does not treat me with the same loving kindness as is shown by husbands to their wives.

Other Figures of Speech.

Vision is a figure used only in animated composition, in which the writer describes a past or future event as if it were passing before his eyes.

Thus Cicero in his fourth oration against Catiline says :—

"I seem to myself to behold this city, the ornament of the earth and the capital of all nations, suddenly involved in one conflagration. I see before me the slaughtered heaps of citizens lying unburied in the midst of their ruined country. The furious countenance of Cethegus rises to my view, while with savage joy he is triumphing in your miseries."

Apostrophe is a figure of speech in which the speaker turns away from the subject of discourse to address some person, dead or absent, or some object, as if that person or object were actually present before him

"How are the mighty fallen in the midst of battle ! O Jonathan, thou wast slain in thy high place. I am distressed for thee, my brother Jonathan, very pleasant hast thou been unto me ; thy love to me was wonderful."—*Old Testament*.

EXERCISE XVI.

1. Find similes for the following :—

Life, Pity, Earth, Knowledge.

2. Write sentences personifying :—

The goat.	A ship.	Nature.	Spring.
The sun.	A tree.	Justice.	A rose.

3. Relate any Fable you have read, and state why instruction may be forcibly given by means of a Fable.

4. Write sentences to illustrate the literal meaning and one figurative use of the following substantives :—

Dress, down, cradle, scourge, morning, sea. (C. U. 1880.)

5. Write complex sentences to illustrate a figurative use of the words *gem, yoke, chain, vein, root, stage*.—(C. U. 1879.)

6. Explain the figures which occur in the following sentences :—

(a) Integrity in word and deed is the backbone of character.

(b) Gentleness in society is like the silent influence of light, which gives colour to nature.

(c) Columbus discovered a new world for the crown of Spain.

(d) The waves rose mountain high and threatened to overwhelm his frail bark.—C. U. 1908.)

7. Name the figures of speech in the following sentences, then express the meaning in plain language :—

(a) My factory employs three hundred hands.

(b) Our fields are crowned with plenty.

(c) No useless coffin enclosed his breast.

(d) I am reading Milton.

(e) Infancy is the dawn of life.

(f) He aspired to the crown.

(g) Many are called, but few are chosen.

8. Name and explain the nature of all the figures used in the following sentences :—

(a) The world which you figure to yourself smooth and quiet as the lake in the valley, you will find a sea foaming with tempests and boiling with whirlpools.

(b) The name of the first was Plenty, of the second Commerce—(C. U. 1870.)

(c) 'England expects every man to do his duty.'

(d) 'The news was a dagger to his heart.'

(e) There is death in the cup.

9. Point out and name the figures of speech in the following :—

(a) In all my toils and griefs I had hopes to husband out life's taper at the close and keep the flame from wasting by repose—(M. M. 1893.)

(b) In the contest between the Crescent and the Cross, Richard and Saladin were the chief figures. (*Ibid*, 1884.)

(c) Some mute inglorious Milton here may rest.—*Gray*.

(d) Youth that with joys had unacquainted been.

Envied gray hairs that once good days had seen. (M.M. 1879.)

(e) When Britain first at Heaven's command.

Arose from out the azure main. (*Ibid*, 1898.)

(f) He drew the veil of gaiety over the black thoughts in his soul. (*Ibid*, 1900.)

(g) Let not Ambition mock their useful toil,

Their homely joys, and destiny obscure.—*Gray*.

(h) Ill fares the land, to hastening ills a prey.

(i) Roll on, thou deep and dark blue ocean, roll.

10. (i) Point out anything objectionable in the figurative language in the following sentences :—

(a) The conduct of Military authorities in France is certain to kindle the seed of future troubles.

(b) It often happens that men who at first run well in the race of life suffer shipwreck at the end.

(ii) Point out and name the figures of speech in the following sentences, and give a reason for your answer in each case.

(a) Truth is ever on the scaffold.

Wrong is ever on the throne.

(b) The gates of mercy closed to the condemned man when his appeal was dismissed.

(iii) Write the following sentence in language divested of all figures of speech :—

A trifler is a watch that wants both hands.

As useless when it goes as when it stands. (M. M. 1898.)

11. Expand the metaphors into similes in the following sentences :—

(a) Courtesy is a flower of slow growth requiring care to bring it to perfection.

(b) Bread is the staff of life.

(c) Every man is the architect of his fortune.

(d) The French Revolution was the whirlwind of the universe.

(e) Procrastination is the thief of time.

12. Point out the confusion of Metaphor in the following :—

(a) To take up arms against a sea of troubles.—*Shakespeare*

(b) I bridle in my struggling muse in vain.

That longs to launch into a bolder strain.—*Addison*.

(c) Hope, the balm of life, darts a ray of light through the thickest gloom.

(d) In peace thou art the gale of spring ; in war, a valiant soldier.

CHAPTER XIX.

PARAPHRASING AND SUMMARISING.

293. Diction of poetry and of prose.—The object of poetry is primarily to *please*. Hence the poet uses a style to secure the highest degree of melody. To attain this object he resorts to all sorts of inverted constructions, which have no place in prose. The object of prose is to *inform the understanding*, and for this the prose writer uses a language consistent with the nature of his subject. It has been very aptly said of a prose writer that “he has no ear for melody nor eye for beauty.”

294. The diction of Poetry differs from that of ordinary Prose in the following particulars :—

1. (a) It makes use of many words which have no place in prose ; as, *vale* for *valley*, *eve* for *evening*, *ire* for *anger*, *mount* for *mountain*, *quoth* for *said*, *whilom* for *formerly*, *of yore* for *in old times*.

(b) For purpose of measure and melody, words are altered in form ; as, ‘*gainst* for *against*,’ ‘*gin* for *begin*,’ ‘*neath* for *beneath*,’ respectively.

(c) Euphonious names are given to countries, etc , *Albion* to *England*, *Erin* to *Ireland*, *Ind* to *India*.

2. It uses archaic constructions which are out of place in prose composition ; as,—

(a) Adjectives for adverbs ; as, “so *sweet* they sing” for *sweetly*.

(b) One conjunction for another ; as,—

“*Nor* grief nor pain shall break my rest,” for *neither* &c.

(c) Transferred epithets ; as,—

“His brow is wet with *honest* sweat.”

(d) Pleonastic pronouns ; as, —

“My banks, *they* are furnished with trees,” for *my banks* are &c.

(e) Simple forms of verbs instead of complex ones ; as, —

“*Tell* me not in mournful numbers,” for *Do not tell* me &c.

3. It inverts the regular order of words, which is allowable in prose only for the sake of emphasis ; as, —

(a) Verb before the subject :—

“Then pledged *we* the wine-cup.”

(b) Object before the Verb governing it :—

“As his *corse* to the rampart we hurried.”

(c) Noun before the Adjective :—

“When to battle *fierce* come forth.”

(d) Adverbs before the qualifying words :—

“The ploughman *homeward* plods his weary way.”

(e) Nouns before Prepositions :—

“Where echo walks steep hills *among*.”

4. It abounds in figurative language, which is very sparingly used in ordinary prose. If the same subject be treated in poetry and in prose, the style and diction will greatly differ. Thus, in plain language we say of soldiers that “they are brave and strong,” but a poet would express the same idea in a figure, and would write, “Their limbs all iron, and their souls all flame.”

295. A paraphrase—is a sort of translation of a passage in language different from that of the original.

296. Paraphrasing is a good exercise for beginners in composition, as it trains them to reproduce the author's thoughts in plain and ordinary prose,

297. How to paraphrase—The following directions may be useful to the student in paraphrasing :—

1. Read the original carefully three or four times till you understand the meaning thoroughly.

(i) Analyse the passage into sentences, clauses, and the elements of clauses, so as to determine accurately the relations between the several parts. Grammatical analysis is the most

powerful instrument the student can possess to enable him to discover the meaning of a passage with which he was not previously familiar.—WALTON.

(ii) Turn the passage into prose order supplying all ellipses and change the structure of the sentences where necessary.

2. Be careful not to find a substitute for every word. When no suitable synonym is found, it is better to keep the words of the original passage.

3. Be specially careful in dealing with figures of speech. If the passage contains figurative language, it should also be changed into plain and simple prose.

4. After having finished the work according to the directions given above, the student should (i) revise what he has written ; (ii) remove all obscurities by placing the words in their proper position ; and (iii) see that the work is punctuated.

Note.—A good paraphrase will bring out the full meaning of the original, giving prominence to the main idea ; but at the same time the full meaning of every subordinate idea will also be reproduced, due proportion being observed.—ROBERT AND BARTER'S *Teaching of English*.

The following paraphrases are given by way of illustration :—

(a) When forest glades are teeming with bright forms
I love the season well.

Paraphrase.—I delight in the beauty of the summer, when open spaces in the wood are full of beautiful birds.

(b) { How happy is he born and taught.
That serveth not another's will—
Whose armour is his honest thought
And simple truth his utmost skill !—*Wotton*. }

Paraphrase.—How happy by birth as well as by education, is the man who is not subservient to the will of another person ; who trusts to his own goodness and honesty of purpose for his security ; and whose best and utmost skill lies in his straightforwardness.

(c) Not enjoyment, and not sorrow,
Is our destined end or way ;
But to act that each to-morrow.
Find us farther than to-day—*Longfellow*.

Paraphrase.—The aim and object of our life is not merely to enjoy pleasures or to indulge in sorrow, but to act in such a manner that we may grow wiser as time rolls on.

- (d) Regions Cæsar never knew,
Thy posterity shall sway,
Where his eagles never flew.
None invincible as they—*Cowper*.

Paraphrase.—Your descendants shall be the strongest people in the world and they shall rule over countries, of which the Roman Emperor has had no idea and which, powerful as he is, have never come under the sway.

- (e) Lives of great men all remind us,
We can make our lives sublime
And departing, leave behind us
Foot-prints in the sands of time :—*Longfellow*.

Paraphrase.—We learn from the biographies of famous men that we too can achieve greatness by following in their foot-steps : and that when we die, the records of our good deeds may in a similar manner exercise a wholesome influence upon others who come after us.

298. How to turn poetry into prose.—This is a good exercise for the student, as it tests his power of writing correct English. The following hints may be useful :—

1. Read over the passage very carefully.
2. Clearly understand the meaning of the passage.
3. Substitute such suitable words and phrases as are used in good prose for the expressions that are confined to poetry alone ; but do not try to find a prose equivalent for every word in the passage.
4. Arrange the words in the regular syntactical order :—
(i) The Subject. (ii) The Predicate. (iii) The Object.
5. Substitute simple words for metaphorical expressions.
6. Always try to express the meaning in plain prose. As poetry is more compressed than prose, the words that are necessary to complete the meaning should be supplied.

Examples of Poetry turned into Prose.

- (a) Sweet Auburn ! loveliest village of the plain,
Where health and plenty cheer'd the labouring swain.
How oft have I paused on every charm,
The sheltered cot, the cultivated farm,

The never-failing brook, the busy mill,
 The decent church that topt the neighbouring hill,
 The hawthorn bush, with seats beneath the shade,
 For talking age and whispering lovers made.— *Goldsmith*.

Prose order :—Dear Auburn ! the loveliest village situated on the plain, where the husbandmen lived a happy life in the enjoyment of health and plenty. How often have I paused to observe your various charms—the cottage sheltered by trees, the farm well tilled, the brook of which the water never dried up, the mill always at work, the nice little church on the top of the neighbouring hill and the hawthorn bush with seats placed beneath its shade, where old persons talked and lovers whispered.

(b) But me not destined such delights to share,
 My prime of life in wandering spent, and care :
 Impelled with steps unceasing to pursue,
 Some fleeting good that mocks me with the view
 That, like the circle bounded earth and skies,
 Allures from far, yet, as I follow flies !
 My fortune leads to traverse realms alone,
 And find no spot of all the world my own — *Goldsmith*.

Prose order :—But alas ! my prime of life being spent in wandering and care. I am not destined to enjoy such delights. Being urged on to pursue with unceasing steps some fleeting and illusory good, that, like the circle where the earth and the sky seem to meet, allures me from far, but recedes as I pursue it. My ill-luck leads me to wander from country to country all by myself and I find no spot in this world which I can call my own.

299. How to make a summary —The following hints will help the student in summarising a passage :—

1. Read the passage carefully before attempting to write.
2. Pick out what is essential and reject what is not.
3. Express the essential points in the fewest possible words.

Note.—It should be the student's aim to "avoid all figurative language, omit unnecessary words and phrases, and use adjectives and adverbs sparingly."

EXAMPLES.

"Though a man has all other perfections and wants discretion, he will be of no great consequence in the world ; but if he has this single talent in perfection, and but a common share of others, he may do what he pleases in his particular station of life."

Summary.—"In all our intercourse with the world, discretion is of more value than any other quality of the mind."

1. "Damon and Pythias were very dear friends, and thought a good deal of each other as the following instance shows. Damon, having in some way or other transgressed the law of Dionysius, was put into prison and condemned to death. Being very desirous of going home to bid his friends good-bye, and to put his affairs in order before his death, he begged Dionysius to allow him to go, promising to return on the day of execution. But Dionysius, fearing that it was a plot to get Damon out of his hands, promised to let him go on condition that he would get someone to act for him. With this Damon's heart sank, for he never thought that anyone would be willing to risk his life for him. But Damon had at least one true friend who did not desert him in this time of trouble. This friend was Pythias. He freely offered to go security, saying that if Damon did not return he would cheerfully die in his stead. So Damon went to his home, and Pythias went to prison. As the day of execution drew near, the people began to ridicule Pythias for running such a risk; they said that they knew very well that Damon would not return. However Pythias said that he would trust his friend's integrity; and he was not deceived, for true to his promise, on the day appointed, Damon did return. This so pleased the king that he freely forgave Damon and asked to be a sharer in their friendship, a friendship, which made them stand by each other in such a time of trial."

Summary.—Damon and Pythias were very intimate friends. For some serious offence Damon was condemned to death by the tyrant Dionysius. He asked liberty to go home for settling his affairs before his death. His friend Pythias offered to stand surety for him and to die in his place if Damon did not return on the day of execution. Damon went home and Pythias went to prison, though people began to ridicule Pythias for running such a risk. Confident of his friend's integrity, Pythias cheerfully awaited the appointed day, on which Damon did actually return. The king was so much pleased to see their mutual fidelity that he pardoned Damon and asked to be a sharer in their friendship.

300. Closely allied to the art of **summarising** is the reproduction of the **substance** of an extract in one's own language. This must not be confounded with mere memory-exercise which consists in reproducing the exact words of the original.

301. How to reproduce the substance.—It will be well for the student to keep in view the following points in reproducing the **substance** of a given extract in prose or verse :—

1. Read the passage carefully.
2. Pick out the leading ideas (*important points*).
3. Reduce the extract into a narrow compass.
4. Reproduce the main drift of the passage in your own language taking particular care to use simple words for metaphorical expressions.
5. Revise what you have written, and see that your writing be properly punctuated—

EXAMPLES.

(a) For miles around us lay the dead desert, whose sands glittered under the shower of sunbeams ; far away to the south and east it spread like a boundless ocean ; but there, beneath our feet, lay such an island of verdure as nowhere else, perhaps, exists.

Substance :—On all sides of us, there lay a vast extent of desert country, the sands of which were glistening in the sun ; to the south and east it stretched like a limitless sea of sand, but where we stood, there was such a green patch of fertile land, as, perhaps, exists in no other place in the world.

(b) Deeper, deeper let us toil
In the mines of knowledge ;
Nature's wealth and learning's spoil
Win from school and college ;
Delve we there for richer gems
Than the stars of diadems.

Substance :—While at school or college, let us labour hard to gain as much learning and knowledge as we can ; for these are more valuable than the stars that adorn the crowns of kings.

(c) He goes on Sunday to the church,
And sits among his boys ;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice. — *Longfellow*.

Substance :—He (the Village Blacksmith) is a very pious man ; he attends church every Sunday in the company of his sons and his only daughter who takes a part in the choir during service.

EXERCISE XVII.

1. Paraphrase the following in such a way as to show that you fully understand the meaning :—

(a) It strikes me, my dear friend, that the world is not going well with you.

(b) He informed his friends that if they wished to see him off they had not a moment to lose.

(c) Presuming upon old acquaintance I ventured to call him.—
(B.M. 1879.)

2. Paraphrase the italicised phrases in :—

(a) *The time is up*, so without *comparing notes*, or *beating about the bush*, you had all better *make a virtue of necessity* and *make a clean breast of* the matter, else I shall *make a clean sweep of* the whole lot of you.— M.M. 1880.)

3. Write in prose order :—

1. Of Nelson and the North,
Sing the glorious day's renown,
When to battle fierce came forth,
All the might of Denmark's crown.—(M.M. 1890)
2. They shall not say in England, that we fought,
With shameful strength, unhonour'd life to seek ;
Into mean safety, mean deserters, brought
By trampling down the weak.
3. When reposing that night on my pallet of straw,
By the wolf-scaring faggot that guarded the slain
At the dead of the night a sweet vision I saw ;
And thrice ere the morning I dreamt it again.
4. There's mercy in every place :
And mercy—encouraging thought !
Gives even affliction a grace,
And reconciles man to his lot.
5. Though loud at first the pilgrim's passion grew,
Sudden he gazed, and wist not what to do ;
Surprise in secret chains his words suspends,
And in a calm his settling temper ends ;
But silence here the beauteous angel broke ;
The voice of music ravished as he spoke.

6. On Linden when the sun was low.
All bloodless lay the untrodden snow ;
And dark as winter was the flow
Of Iser, rolling rapidly.

4. Turn the subjoined extracts into prose, making such alterations in structure and expressions as seem necessary to suit the nature of prose composition :—

1. For them no more the blazing hearth shall burn,
Or busy housewife ply her evening care ;
No children run to lisp their sire's return,
Nor climb his knees the envied kiss to share.

2. 'Tis morn, but scarce you lurid sun.
Can pierce the war-cloud's rolling dun,
Where furious Frank and fiery Hun
Shout in their sulphurous canopy.

3. 'Tis morn'ng : and the sun with ruddy orb,
Ascending fires th' horizon ; while the clouds,
That crowd away, before the driving wind,
More ardent as the disk emerges more,
Resemble most some city in a blaze,
Seen through the leafless wood.—(C. U. 1874.)

5. In the following passages, change the arrangement of the words from the inverted to the direct or syntactical order :—

1. Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear ;
Full many a flower is born to blush unseen,
And waste its sweetness on the desert air.
2. And ye, that from the stately brow,
Of Windsor's height the expanse below,
Of grove, of lawn, of mead survey ;
Whose turf, whose shades, whose flowers among,
Wanders the hoary Thames along.
His silver winding way.—(C. U. 1877.)

6. Rewrite the following lines in simple prose, avoiding all metaphorical language :—

1. No cloud obscures the summer sky ;
The moon in brightness walks on high ;
And set in azure, every star
Shines, a pure gem of heaven, afar !
2. Child of the earth ! Oh ! lift thy glance
To yon bright firmament's expanse :
The glories of its realm explore,
And gaze, and wonder, and adore !

3. Doth it not speak, to every sense,
That marvels of Omnipotence ?
Seest thou not there the Almighty name,
Inscribed in the characters of flame ?—(C.U. 1878,)

7. Give in simple prose the meaning of :—

1. See the wretch, that long has tost
On the thorny bed of pain,
At length repair his vigour lost,
And breathe and walk again ;
The meanest floweret of the vale.
The simplest note that swells the gale,
The common sun, the air, the skies,
To him are opening Paradise—(C.U. 1886.)

8. Paraphrase the following passages :—

1. Ill fares the land, to hastening ills a prey.
Where wealth accumulates and men decay.
2. Happy the man, whose wish and care,
A few paternal acres bound ;
Content to breathe his native air,
In his own ground.
3. The spirit of your fathers
Shall start from every wave—
For the deck it was their field of fame,
And ocean was their grave.
Where Blake and mighty Nelson fell,
Your manly hearts shall glow,
As ye sweep through the deep,
While the stormy winds do blow ;
While the battle rages loud and long.
And the stormy winds do blow.
4. And what is friendship but a name,
A charm that lulls to sleep :
A shade that follows wealth or fame,
But leaves the wretch to weep ?
5. Then pledged we the wine-cup, and fondly I swore.
From my home and my weeping friends never to part.
My little ones kissed me a thousand times o'er,
And my wife sobb'd aloud in her fulness of heart.
6. Faith's meanest deed more favour bears,
Where hearts and wills are weigh'd,
Than brightest transports, choicest prayers,
Which bloom their hour and fade.

7. When science from creation's face
Enchantment's veil withdraws,
What lovely visions yield their place
To cold material laws !
8. What time the pea puts on the bloom
Thou fliest thy vocal vale,
An annual guest in other lands,
Another spring to hail.
9. Who God doth late and early pray,
More of his grace than gifts to lend ;
And entertains the harmless day,
With a well-chosen book or friend.
10. Their kindness cheered his drooping soul ;
As slowly down his wrinkled cheek,
The big round tear was seen to roll,
Which told the thanks he could not speak.
11. The boast of heraldry, the pomp of power,
And all that beauty, all that wealth e'er gave,
Awaits alike the inevitable hour,
The paths of glory lead but to the grave.
12. Thou art where billows foam,
Thou art where music melts upon the air ;
Thou art around us in our peaceful home.
And the world calls us forth and thou art there.
13. The Assyrian came down like the wolf on the fold,
And his cohorts were gleaming in purple and gold,
And the sheen of their spears was like stars on the sea,
When the blue wave rolls nightly on deep Galilee.
14. The glories of our birth and state
Are shadows, not substantial things,
There is no armour against fate ;
Death lays his icy hand on kings ;
Sceptre and crown
Must tumble down,
And in the dust be equal made
With the poor, crooked scythe and spade.
Some men with swords may reap the field,
And plant with laurels where they kill ;
But their strong nerves at last must yield ;
They tame but one another still ;
Early or late
They stoop to fate
And must give up their murmuring breath,
When the pale captives creep to death.

15. The lapse of time and rivers is the same :
 Both speed their journey with a restless stream ;
 The silent pace with which they steal away
 No wealth can bribe, no prayers persuade to stay ;
 Alike irrevocable both when past,
 And a wide ocean swallows both at last.
 Though each resemble each in every part,
 A difference strikes at length the musing heart ;
 Streams never flow in vain : where streams abound,
 How laughs the land with plenty crowned !
 But time, that should enrich the noble mind,
 Neglected leaves a dreary waste behind.

9. State in your own words, briefly and clearly, the main ideas contained in the following :—

(a) It happened once to him, (Robinson Crusoe) that as he was running on the summit of a hill, he made a stretch to seize a goat, with which he fell over a cliff and lay senseless for the space of three days, the lengths of which he measured by the moon's growth.

(b) This manner of life grew so very pleasant that he never had a sad moment : his nights were untroubled and his days joyous from a life of temperance and exercise. It was his custom to use fixed hours and places for his worship of God, which he performed aloud in order to keep up his power of speech.

10. Write a very concise summary of the following :—

1. "A father had a family of sons who were perpetually quarrelling among themselves. When he failed to heal their disputes by his exhortations, he determined to give them a practical illustration of the evils of disunion ; and for the purpose he one day told them to bring him a bundle of sticks. When they had done so, he placed the faggot into the hands of each of them in succession, and ordered them to break it in pieces. They each tried with all their strength, and were not able to do it. He next unloosed the faggot and took the sticks separately, one by one, and again put them into their hands, on which they broke them easily. He then addressed them in these words : "My sons, if you are of one mind, and unite to assist each other, you will be as this faggot, uninjured by all the attempts of your enemies ; but if you are divided among yourselves, you will be broken as easily as these sticks."

2. "An old man and his son were driving their ass to the market in order to sell him. 'What a fool is this fellow,' says a man upon the road, 'to be trudging on foot with his son, that the ass may go light !' The old man hearing this, set his son upon the ass, and went whistling by his side.—'Why, sirrah !' cries a second man to the boy, 'is it fit for you to be riding, while your poor old father is walking ?' The father, upon this rebuke, made his son dismount

and got up himself.—‘Do you see,’ says a third, ‘how the lazy old knave rides along upon his beast, while his poor little boy is almost lame with walking !’ The old man no sooner heard this, than he took up his son behind him.—‘Pray, honest friend,’ says a fourth, ‘is that ass your own ?’ ‘Yes,’ says the man. ‘One would not have thought so,’ replies the other, ‘by your loading him so unmercifully ; you, and your son are better able to carry the poor beast than he you. ‘Anything to please,’ says the owner : and alighting with his son they tied the legs of the ass together, and by the help of a pole endeavoured to carry him upon their shoulders over the bridge that led to the town. This was so entertaining a sight, that the people ran in crowds to laugh at it, till the ass, conceiving a dislike to the over-complaisance of his master, burst asunder the cords that tied him, slipped from the pole, and tumbled into the river. The poor old man made the best of his way home, ashamed and vexed that, by endeavouring to please everybody, he had pleased nobody, and lost his ass into the bargain.”

3. “In the course of his military operations in Sicily, Alphonso, king of Sicily and Naples, was obliged to halt with his army on the banks of a river, which an enemy prevented him from crossing. Here the army was detained a whole day without provisions. Towards evening, a soldier brought him a piece of bread and cheese and a radish, which to most persons so situated would have been a welcome present. But Alphonso, thanking the soldier, refused his offer, saying he could not feast while so many men as good and brave as himself were fasting.”

4. “Sir Philip Sydney, at the battle near Zutphen, was wounded by a musket-ball which broke the bone of his thigh. He was carried to the camp which was about a mile and a half distant. Being faint with the loss of blood and probably parched with thirst through the heat of the weather he called for drink. It was immediately brought to him : but as he was putting the vessel to his mouth, a poor wounded soldier, who happened at that instant to be carried past him, looked up to it with wistful eyes. The gallant and generous Sydney took the bottle from his mouth and delivered it to the soldier, saying, “Thy necessity is yet greater than mine.”

5. Pliny, the ancient naturalist, relates that the people of a certain district in Italy were much surprised at the fine appearance and great fertility of a farm belonging to one amongst them named Cresin. As their own lands were poor and barren, they conceived that Cresin must employ some magical arts in order to make his ground yield such abundance. Accordingly, they brought him before a judge, and accused him of being an enchanter.

Cresin, being called upon for his defence, brought forward a stout girl, his daughter and also his implements of husbandry and the cattle which drew his plough. ‘This girl,’ said he, ‘pulls all the weeds which grow in my farm. I manure it carefully to enable the

ground to bear good crops. You see that all my implements are in the best order, and that my cattle, which I take pains to feed well, are the stoutest in the country. 'Behold,' said he, 'all the magic I used in the management of my firm ! Any one of my neighbours may have as good crops as I, if he will use the same means.'

The judges said they never had heard better pleading and dismissed Cresin with many commendations of his industry.

6. The African magician had a younger brother, who was, if possible, more wicked and more cunning than himself. He travelled to China to avenge his brother's death, and went to visit a pious woman called Fatima, thinking she might be of use to him. He entered her cell and clapped a dagger to her breast, telling her to rise and do his bidding on pain of death. He changed clothes with her, coloured his face like hers, put on her veil and murdered her that she might tell no tales. Then he went towards the palace of Aladdin, and all the people thinking he was the holy woman, gathered round him, kissing his hands and begging his blessing. When he got to the palace there was such a noise going on round him that the princess bade her slave look out of the window and ask what was the matter. The slave said it was the holy woman, curing people by her touch of their ailments, whereupon the princess who had long desired to see Fatima, sent for her. On coming to the princess the magician offered up a prayer for her health and prosperity. When he had done the princess made him sit by her, and begged him to stay with her always. The false Fatima, who wished for nothing better, consented, but kept his veil down for fear of discovery. The princess showed him the hall, and asked him what he thought of it.

7. "A dervis, travelling through Tartary and being arrived at the town of Balkh, went into the king's palace by mistake thinking it to be a public inn or caravansary. Having looked about for some time he entered into a long gallery, where he laid down his wallet and spread his carpet, in order to repose himself upon it after the manner of the Eastern nations. He had not been long in this position, before he was discovered by some of the guards, who asked him what was his business in that place. The dervis told them he intended to take up his night's lodging in that caravansary. The guards let him know in a very angry manner that the house he was in was not a caravansary, but the king's palace. It happened that the king himself passed through the gallery during this debate, and, smiling at the mistake of the dervis, asked him how he could possibly be so dull as not to distinguish a palace from a caravansary. "Sire," said he, "give me leave to ask your majesty a question or two. Who were the persons that lodged in this house when it was first built ?" The king replied "My ancestor." "And who," says the dervis, "was the last person who lodged here ?" The king replied, "My father." "And who is it," says the dervis "that lodges here at present ?" The king told him

that it was he himself. "And who," says the dervis, "will be here after you?" The king answered, "The young prince, my son." "Ah, sire," said the dervis, "a house that changes its inhabitants so often, and receives such a perpetual succession of guests is not a palace but a caravansary."

11. Express in simple language the substance of :—

1. While, round the bowl of vanished years,
We talk with joyous seeming,
With smiles that might as well be tears,
So faint, so sad their beaming ;
While memory brings us back again
Each early tie that twined us,
O sweet's the cup that circles then
To those we've left behind us.

2. Following with praiseworthy promptitude the directions of the knight, and taking advantage of the comparative lowness of the wall at that point the maiden was able, herself unseen, to witness with tolerable security to her person, what was passing without the castle, and report in accurate detail the preparations that were making for the assault.—(C. U. 1889.)

12. Reproduce the substance of the following in simple prose :—

THOU ART, O GOD !

Thou art, O God ! the life and light
Of all this wondrous world we see ;
Its glow by day, its smile by night,
Are but reflections caught from Thee :
Where'er we turn, Thy glories shine,
And all things fair and bright are Thine.

When day, with farewell beam, delays
Among the opening clouds of even ;
And we can almost think we gaze
Through golden vistas into heaven :—
Those hues, that make the sun's decline
So soft, so radiant, Lord ! are Thine.

When night, with wings of starry gloom,
O'ershadows all the earth and skies,
Like some dark, beauteous bird, whose plume
Is sparkling with unnumber'd eyes ;—
That sacred gloom, those fires divine,
So grand, so countless, Lord ! are Thine.

When youthful spring around us breathes,
 Thy spirit warms her fragrant sigh ;
 And every flower the summer wreathes,
 Is born beneath that kindling eye :
 Where'er we turn thy glories shine,
 And all things fair and bright are Thine—*Moore.*

CHAPTER XX.

Section I.—THE CHOICE OF WORDS.

302. As words are the materials of which an essay is composed, the choice of right words is an essential part of composition. We cannot write well without a large and accurate vocabulary. We must have a good stock of words and we must know their exact meaning.—*FOWLER.*

303. The following general rules are given to guide the young student in the choice of words :—

1. **Never use a long word unless you know its exact meaning** :—Since each word stands for an idea, it is necessary for the beginner to know the exact meaning of a word before he ventures to use it. It is a bad habit to use a word in a loose sense ; and whenever a doubt exists as to the *exact* meaning of a word, the best course is to consult a good dictionary.

2. **Never use long words if you can find short ones** :—Since simplicity is a great help to clearness, it will be well for the beginner to use short, familiar words of Anglo-Saxon origin instead of their corresponding Latin equivalents ; as, *blessing* for *benediction*, *boyish* for *puerile*, *kingly* for *royal*, *gainsay* for *contradict*, *withstand* for *oppose*, *happen* for *transpire*.

Instead of	Write
At the expiration of	At the end of
Exceedingly opulent	Very rich
Incur the danger	Run the risk
Extreme felicity	Great happiness
A sanguinary engagement	A bloody battle.

3. **Avoid repeating the same idea in different words**—This fault is called **Tautology** : as, “Never did Atticus succeed in gaining the *universal* love and esteem of *all* men.” Since *universal* includes *all*, the latter word should be omitted.

When Permissible.—A repetition of the same idea is allowable :—(a) when one word is not sufficiently strong so to complete the meaning as the sum of the two words would do ; as, *part and parcel* ; *ways and means* ; *pure and simple* ; (b) when greater emphasis is required ; as, “He ruled with *might and main*.”

Caution.—But in no case is a repetition of the same thought—the saying of the same thing in different words—allowable. It betrays the beginner’s poverty of thought and lack of command over words.

4 **Avoid using superfluous words and phrases.**—This fault is called **pleonasm** ; as, “They returned *back again* to the *same city from* whence they had come forth.” The words in italics should be omitted.

When Permissible.—It is permissible when greater emphasis is required ; as, “We have seen *with our own eyes*” “We have heard *with our own ears*.”

Caution.—Beginners should be on their guard against the wrong use of several adjectives to a noun ‘that add neither force nor beauty to the sentence.’ In the language of poetry, however, such epithets are used to add additional force and interest ; as, the *azure* heaven, the *glorious* sun, the *silver* moon, the *feathery* snow the *shady* groves.

5. **Avoid using the same words in different senses in the same sentence.**

Sentences like the following should be avoided :—

(a) “He turned to the *left* of the house and then *left* it abruptly.”

(b) “In this *case*, the noun is in the Nominative *case*.”

(c) “I could not *get up* courage to *get up* and investigate.”

They would better be written—

(a) “He turned to the left of the house and then he [quitted or departed from] it abruptly.”

(b) “In this [example or instance] the noun is in the Nominative case.”

(c) “I could not [summon] courage to get up and investigate.”

6. **Avoid using more words than are necessary.**—This fault is called **Verbosity**. It consists in the use of unnecessary or unimportant particulars ; as, “On receiving this information, he arose, went out, mounted his horse, and rode to town” for “On receiving this information he rode to town.”

Caution.—Another form of *Verbosity* consists in the use of high sounding words and phrases for simple words ; as “the festive board,” for “table,” “the cup that cheers but not inebriates” for “tea,” “the fragrant weed” for “tobacco,” “training the young mind to shoot” for “teaching,” “the glorious lamp of day” for “the sun” &c.

7. Beware of using words which convey more than what is intended.—Since a careless choice of words is regarded as a great fault in composition, the beginner is warned against the injudicious use of **synonyms**—words similar in meaning. It will be well for him to make lists of words expressing the different shades of the same meaning, and to illustrate them in sentences. Thus, the correct form is to say ‘a vacant chair’ not ‘an *empty* chair’, as the former conveys the idea that the chair is not occupied, while the latter simply means that there is nothing on it.

A few synonyms in common use are given by way of illustration—

Custom, Habit.—*Custom* is a frequent repetition of the same act ; *habit* is the effect of such repetition. Custom applies to many, habit to one. “The custom of driving in a carriage may produce habits of indolence.”

(2) **Fault, Defect.** A *defect* is something wanting ; a *fault* is something wrong.

(3) **Discover, Invent.**—We *discover* what existed before, but was never known ; we *invent* something new. Columbus discovered America ; Galileo invented the telescope.

(4) **Liberty, Freedom.**—*Liberty* has reference to previous restraint ; *freedom*, to absence of constraint. A slave is set at *liberty* ; his master has always been in a state of *freedom*.

(5) **Courage, Bravery, Fortitude, Valour.**—*Courage* is that firmness of spirit which meets danger without fear. *Bravery* is daring and impetuous courage. *Fortitude* consists in the habit of encountering danger and enduring pain manfully. *Valour* is courage exhibited in war, and cannot be applied to single combats. A man may show *courage* or *fortitude* in the common pursuits of life, as well as in war. *Valour* and *bravery* are displayed in the contest of arms.

(6) **Happiness, Pleasure.**—*Happiness* is an inward feeling and is applied to every kind of enjoyment ; *pleasure* is derived through the senses. We are happy in the exercise of our faculty ; we are pleased with what is agreeable to our perception.—GRAHAM.

(7) **Ability, Capacity.**—*Ability* implies an active exercise of our faculties; *capacity* is the power of receiving and retaining knowledge. *Capacity* is requisite to devise, and *ability* to execute a great enterprise.

(8) **Abandon, Forsake, Desert, Relinquish.**—*Abandon* is to give up a thing absolutely and finally. It is more widely applicable than *forsake* and *desert*. To *forsake* is to leave a person in resentment or dislike, to *desert* is always used in a bad sense, implying some breach of fidelity, honour, etc.; as, to desert one's colours, to desert one's post, to forsake old friends. To *relinquish* is to renounce a claim to; as, to *relinquish* a debt.

(9) **Confess, Acknowledge.**—We *confess* in the ordinary sense of the word what we feel to have been wrong; as, to confess one's errors; we *acknowledge* what we feel must or ought to be made known; an author acknowledges his obligations to those who have aided him. An acknowledgment is public, a confession is private.

(10) **Give, Confer, Grant.**—To *give* is the generic word. To *confer* was originally used of persons in power, who gave permanent grants or privileges; as, to confer the order of knighthood; and hence it still denotes the giving of something which might have been withheld; as, to *confer* a favour. To *grant* is to give in answer to a petition or request, or to one who in some way is dependent or inferior.

(11) **Expect, Hope.**—To *expect* is to wait for good or evil. To *hope* is to desire with the express anticipation of futurity. We *hope for* what we strongly desire to happen. I *hope* he will recover from the disease. I *hope* the famine will soon be over. As there has been no want of rain, we *expect* a good crop next year.

(12) **Remain, Stay.**—*Remain* is to persevere in rest. *Stay* is not used of impersonal objects; as, "when two is taken from four, two remains." To *stay* has often a reference to future, *remain* to past, movement. 'I was so fatigued with my journey that I determined to *stay* a day longer,' or "I shall not *remain* here more than another day."

(13) **Answer, Reply.**—An *answer* is given to a question or demand and should satisfy it; a *reply* is a formal answer made to arguments.

(14) **Dwell, Inhabit.**—To "dwell" is to *abide* with the further notions of *home* and *residing*: "I *dwell* among my own people,"—which means "my residence and home are there."—*Davidson*. To *inhabit* means to live or *dwell* in: to occupy as a place of settled residence; as, wild beasts *inhabit* the forest; men *inhabit* cities and houses.

(15) **Deny, Refuse.**—*Deny*—To declare not to be true; contradict; opposed to *affirm*, *allow* or *admit*. *Refuse*—To decline to do or grant; as, he *refused* to go there.

(16) **Idle, Indolent, Lazy**—A propensity to inaction is expressed by each of these words ; they differ in the cause and degree of this characteristic. *Indolent* denotes a habitual love of ease, a settled dislike of movement or effort ; *idle* is opposed to *busy*, and denotes a dislike of *continuous* exertion. *Lazy* is a stronger and more contemptuous term than *indolent*.

(17) **Mutual, Common**—*Mutual* means reciprocal, implying an interchange, and is applied to two persons ; as, *mutual* friendship ; *common* means what belongs *alike* to several or many ; “our *common* country,” “our *common* friend.”—HILEY.

(18) **Temporal, Temporary**.—*Temporal* means pertaining to time, specially to this life or world, and is opposed to *eternal* ;—*temporary* means lasting for a time ; as, *temporal* affair ; *temporary* relief.

(19) **Negligence, Neglect**.—*Negligence* is the habit, and *neglect* the act, of leaving things undone. We are *negligent* as a general trait of character ; we are guilty of *neglect* in particular cases.

(20) **Character, Reputation**.—*Character* is what a person is ; *reputation* is what he is supposed to be. *Character* is in himself, *reputation* is in the minds of others. *Character* is injured by wrong-doing ; *reputation*, by slanders and libels.

(21) **Behaviour, Conduct**.—*Behaviour* refers to our manner of acting in particular cases ; *conduct* refers to the general tenour of our actions. We may say of soldiers, that their *conduct* had been praiseworthy during the whole campaign, and their *behaviour* admirable in every instance when they met the enemy.

(22) **Beg, Ask, Request**.—To *ask* (not in the sense of enquiring) is the generic term which embraces all these words. To *request* is only a polite mode of asking. To *beg* is to ask earnestly for. Thus, we *beg* a person's acceptance of a present ; we *beg* him to favour us with his company. Crabb remarks, that, according to the present usage, “we can never talk of *asking* a person's acceptance of a thing or of *asking* him to do us a favour.”

(23) **Crime, Sin, Vice**.—*Crime* is commonly applied to a violation of the laws of a country. *Vice* is an offence against morality ; *sin* is an offence against the commands of God. Murder is a *crime*, intemperance is a *vice*, unbelief is a *sin*.

(24) **Hate, Abhor, Detest**.—*Hate* is the generic word, and implies that one is inflamed with extreme dislike. We *abhor* what is deeply repugnant to our feelings. We *detest* what contradicts so utterly our principles and moral sentiments that we feel bound to lift up our voice against it. We *hate* a liar, *abhor* a crime, *detest* treachery.

(25) **Truth, Veracity**.—*Truth* generally belongs to things ; *veracity* to the person. “The *truth* of the story is admitted upon the *veracity* of the narrator.”

(26) **Whole, Entire, Complete.**—When we use the word *whole*, we refer to a thing as made up of *parts*, none of which are wanting; as, a *whole* week or year. When we use the word *total*, we have reference to all as taken together; as the *total* amount; the *total* income. When we speak of a thing as *entire*, we have no reference to parts at all, but regard the thing as an *integer*, *i.e.* as continuous or unbroken; as, an *entire* year, *entire* property. When we speak of a thing as *complete*, there is reference to a perfected state with no deficiency; as *complete*, success, a *complete* victory. Graham remarks, 'that is *entire* which has not been divided and that is *whole* which has suffered no diminution.'

8 **Avoid using one word for another**—The following words are given by way of illustration :—

<i>Affect</i> : to influence	...	<i>Effect</i> ; to accomplish, to bring to pass.
<i>Benficent</i> doing good	...	<i>Benevolent</i> : charitable.
<i>Compliment</i> : an expression of civility.	of	<i>Complement</i> : full number or quantity.
<i>Composure</i> : a settled state	...	<i>Composition</i> : a written production.
<i>Continual</i> : occurring at frequent intervals.		<i>Continuous</i> : without interruption.
<i>Deficient</i> : imperfect	...	<i>Defective</i> : lacking a part.
<i>Dependent</i> : relying	...	<i>Dependent</i> : a hanger on.
<i>Deprecate</i> : to cry against	...	<i>Depreciate</i> : to cry down, to undervalue.
<i>Disposition</i> : a natural tendency	...	<i>Disposal</i> : arrangement, management.
<i>Efficient</i> : capable of producing the desired result (often used of persons.)		<i>Effective</i> : having power to produce effects (especially used of things).
<i>Exceedingly</i> : to a very high degree.		<i>Excessively</i> : to a greater degree than necessary.
<i>Eminent</i> : famous	...	<i>Imminent</i> : threatening.
<i>Emigrant</i> : one who goes out from a country.		<i>Immigrant</i> : one who comes into a country.
<i>Exposition</i> : explanation, commentary.		<i>Exposure</i> : openness to danger
<i>Graceful</i> : beautiful	...	<i>Gracious</i> ; kind, favourable.
<i>Healthy</i> : vigorous	...	<i>Healthful</i> : wholesome, salutary.
<i>Ingenious</i> : apt in inventing	...	<i>Ingenuous</i> : frank, candid.
<i>Judicial</i> : pertaining to a judge or court of justice		<i>Judicious</i> : according to sound judgment.
<i>Noxious</i> : hurtful	...	<i>Obnoxious</i> : offensive.
<i>Official</i> : pertaining to office	...	<i>Officious</i> ; meddling.
<i>Observance</i> ; compliance with	...	<i>Observation</i> : a remark.
<i>Practical</i> : useful	...	<i>Practicable</i> ; passable, feasible.

<i>Presumptive</i> : probable	...	<i>Presumptuous</i> : arrogant.
<i>Principal</i> : head, chief	...	<i>Principle</i> : settled rule.
<i>Proposition</i> : a statement of a sentence.		<i>Proposal</i> : terms, condition proposed.
<i>Respectable</i> : worthy of respect...		<i>Respectful</i> : full of respect or regard.
<i>Sometime</i> : formerly	...	<i>Sometimes</i> : now and then.
<i>Stationary</i> : fixed	...	<i>Stationery</i> : goods sold by a stationer.

9. **Avoid the use of hackneyed Phrases and quotations**—The student would do well to note the following list of the most common hackneyed phrases and expressions :—

Pale as death	Launched into eternity
A grand ovation	From morn till dewy eve
The finny tribe	Few and far between
Misguided youth	The place of his nativity
Sumptuous repast	Through storm and sunshine
He wended his way	As happy as the day is long
His native element	Shuffled off his mortal coil
Every walk of life	"There's the rub"
To dance attendance	The silvery moonlight
Method in madness	Dizzy heights of fame
Conspicuous by its absence	"Make hay while the sun shines"
To get into a scrape	'A burnt child dreads fire'
Satisfy the inner man	'A little learning is a dangerous thing.

Section II.—THE ORDER OF WORDS.

304. It has been very aptly said that clearness is one of the cardinal virtues of all good writing. To attain this the young student should learn the art of arranging the words in their right places. Any departure from the usual order of words is the most common cause of obscurity.

The student would do well to bear in mind the following hints :—

(I) **Always place qualifying words, phrases and clauses as near as possible to the words they qualify.**

The following sentences are faulty as regards the order of words :—

- (1) "A piano for sale by a lady about to cross the Channel in an oak case with carved legs."
- (2) "He blew out his brains after bidding his wife good-bye with a gun."

(3) "When the police appeared, he fired a pistol at his head which he had kept concealed up his sleeve."

(4) "Mr. Carlyle has taught us that silence is golden in thirty volumes."

(5) A careful study of the foregoing sentences will show that the usual order of words has not been followed. To make the sentences intelligible, re-arrangement is necessary.

By changing the order of words, the sentences stand thus—

(1) "For sale, by a lady about to cross the Channel, a piano in an oak case with carved legs."

(2) "After bidding his wife good-bye, he blew out his brains with a gun."

(3) "When the police appeared he fired a pistol which he had kept concealed up his sleeve, at his head."

(4) Mr. Carlyle has taught us in thirty volumes that silence is golden."

2. Repeat the subject, if there is any fear of a wrong construction,

Note.—The subject is often repeated, usually for the sake of clearness, when several words intervene between the subject and the verb.

3. When you use a Participle implying 'when' 'while', 'though,' or 'that', show clearly by the context what is implied—ABBOTT.

Note.—Neglect of this precaution is the most common cause of obscurity. It is always useful to turn a participial phrase into a relative pronoun and finite verb. (See page 146).

4. Avoid using verbs in different tenses in the same sentence.

EXAMPLES.

(1) "He walked out of the house, purchased a few books, and *presents* them to a friend."

(2) "He did what many others *have* and *are doing*."

(3) "This may serve for any book that *has* or *shall be published*.
The correct forms would be :—

(1) "He walked out of the house, purchased a few books and presented them to a friend; or, He walks out of the house, purchases a few books and presents them to a friend."

(2) "He did what many others *have done* and *are doing*."

(3) "This may serve for any book, that *has been* or *shall be published*."

Caution.—The same construction should be used to express the same relation in meaning. Thus,

(a) "The crowd began to wave handkerchiefs and shouting good-byes" is dissimilar in form. It should be either—

(1) "The crowd began to *wave* handkerchiefs, and to *shout* good-byes."

or

(2) "The crowd began *waving* handkerchiefs and *shouting* good-byes."

(b) "She was taught to *dance and other accomplishments*."

It should be, "She was taught *dancing* and *other accomplishments*."

5. Avoid ending a sentence abruptly with an unimportant word.—

EXAMPLE.

(a) "According to Southey, the laws governed formerly."

(b) "It was a practice which he could learn nothing of the origin of."

(c) "This is a question I did not expect, I must ask time to reflect."

These sentences would gain in force if written thus :—

(a) "Formerly, according to Southey, the laws governed."

(b) "It was a practice, of the origin of which he could learn nothing."

(c) "This is a question I did not expect, and therefore I must ask time for reflection."

6. Be specially careful to place the adverbs "only," "merely," "just," "almost," "ever," "hardly," "quite," "nearly," next to the words they qualify.

Never write, "I only saw him once after that," for "I saw him only once after that." "He had almost got to the top when the rope broke," for "He had got almost to the top when the rope broke."

7. Place the correlative connectives next to the expressions they connect (See pages 84-85.)

8. Do not mix Dependent and Independent clauses in the same sentence.

The following sentence is faulty—

"He stated that he wished to be present, and intended to speak on the question."

By inserting *that he* before *intended* the meaning of the sentence will be clear.

EXERCISE XVIII.

1. Write sentences illustrating the correct use of :—differ, different, difference ; angry, indignant ; indulgent ; hopeful ; happy, glad, beneficial, beneficent, benefiting ; careless, thoughtless ; help, reliance ; ability, capacity, talent.

2. Make short sentences illustrating the difference in meaning between 1) *verbose* and *verbal* ; (2) *piteous* and *pitiful* (3) *metal* and *mettle* ; (4) *lose* and *loose* ; (5) *official* and *officious*.—C.U. 1896.

3. Distinguish between the following pairs of expressions :—To steal a child, to rob a child ; to wait for a person, to wait upon a person ; to fall in with, to fall out with.—(M. M. 1898.)

4. Compare the meanings of—

Expenditure—expenses ; drown—sink ; swim—float ; corpse—carcase ; battle—war ; remind—remember ; frail—brittle ; robber—thief ; fault—mistake ; booty—prey.

Illustrate the use of each word by a sentence in which the use of the other word would be inappropriate—(C.U. 1873.)

5. Rewrite the following sentences using Participles for the italicised verbs :—

(a) 'The dog *plunged* into the river and swam to get the lily.'

(b) 'The thief *saw* a policeman, and ran away.'

(c) 'As it was a fine day, I went out for a walk.'

(d) 'The garrison *saw* no hope of relief, and surrendered.'

(e) 'The sun *rose*, and the army marched.'

6. Substitute simple Saxon phrases for each of the following :—

To commence litigation, to vacate a residence, to discipline the mental faculties, to comprehend an author's intention, to experience a reverse of fortune, to elicit a response, to be derogatory to one's dignity.—(C.U. 1876.)

7. Write sentences that shall bring out the difference in meaning between the expressions in the respective groups below :—

Inquire of, inquire into. Authority, authorities. Give one-self airs, sing an air ; set to, set on ; sit down, set down. Childlike, childish. A speaking likeness, a speaking trumpet. Run out, outrun —(C.U. 1878)

8. Distinguish between the following words and form sentences to illustrate the meaning of each :—

Humility and humiliation. Dependent and dependant. Warlike and hostile. Rout and route. Expect and hope. Loquacity and eloquence. Graceful and gracious.—(C. U. 1878.)

9. Express each of the following in the simplest language and the fewest words possible :—(1) A sanguinary engagement ensued. (2) We made a pedestrian survey. (3) The feathered songsters made vocal music. (4) He responded in the affirmative.—(M.M. 1871.)

10. Form sentences showing the difference in meaning between —outlook and look out ; overreach and reach over ; upshot and shot up ; withstand and stand with.—(C. U. 1890.)

11. Take the following disjointed statements and *omitting none of them*, construct a simple narrative, containing not more than five principal sentences.

[*N.B.*—This question is intended to test your knowledge of the principles on which sentences are constructed. You should therefore pay particular attention to the order of the different parts and their relation to one another, so as to make the whole as natural and simple as possible. In doing this you are at liberty to change the form of expression as much as you think necessary].

Robin Hood is a great hero of English ballad poetry. He was the Captain of a band of outlaws. Their home was in Sherwood Forest. Sherwood Forest is in Nottinghamshire. They lived by plunder. They only plundered the rich. Robin Hood was kind and generous to the poor. He was very popular amongst them. He deserved this. He lived for many years in open defiance of the law. This was partly owing to the friendship of the poor. It was partly owing also to his own skill and daring. One day he felt ill. He therefore went to a monastery and asked the monk to bleed him. He bled him to death. He did this intentionally. He hoped by this to please the king. All this happened in the 13th century.—(M.M. 1880).

12. Construct three complex sentences in order to illustrate the difference in meaning or use of the members of the following pairs of adjectives :—(a) *much, many* ; (b) *latter, later* ; (c) *elder, older*.

N.B.—Only one sentence is required for each pair.—M.M. 1897.

13. Construct sentences which will bring out clearly the difference of meaning between the words of the following pairs :—*destiny, destination* ; *imminent, eminent* ; *hoard, horde* ; *credible, credulous*—(M.M. 1897)

14. Construct sentences to show the difference between :—

- | | |
|--------------------------------|--------------------------------|
| (1) Affect—effect. | (10) Ingenious—ingenuous. |
| (2) Disposal—disposition. | (11) Practical—practicable. |
| (3) Childlike—childish. | (12) Proposal—proposition. |
| (4) Exposure—exposition. | (13) Presumptive—presumptuous. |
| (5) Intelligible—intelligent. | (14) Reverend—reverent. |
| (6) Graceful—gracious. | (15) Sanguine—sanguinary. |
| (7) Contemptuous—contemptible. | (16) Official—officious. |
| (8) Continual—continuous. | (17) Stationary—stationery. |
| (9) Judicious—Judicial. | |

(a) Substitute synonymous expressions for the words and phrases italicised in the following :—

Every one *is bound to aim at the possession* of a *good character* as one of the *highest objects* of life. The *very effort* to *secure it by worthy means* will *furnish* him with a motive for *exertion*, and his *idea* of manhood, in proportion as it is *elevated*, will *steady* and *animate* his *motives*. It is well to have a *high standard* of life, even though we may not be able altogether to *realise* it.

15. Distinguish between the following words and form sentences to illustrate the meaning of each :—

Courage, boldness, bravery,
valour, fortitude.
Companion, comrade, associate.
Sympathy, compassion, pity.
Abandon, forsake, desert, relin-
quish.
Ability, capacity.

Crime, sin, vice.
Hate, abhor, detest.
Idle, indolent, lazy.
Give, confer, grant.
Beg, ask, request.
Whole, entire, complete.
Say, tell, speak, call.

16. In the following sentences, select the correct synonym giving reason for your choice :—

(a) "We may try hard and still be (further, or farther) from success."

(b) "India is a (large or great) country, containing many (large or great) cities."

(c) "It has been said that man is a bundle of (customs, or habits)."

(d) "What he wanted in ability was (furnished, or supplied) by unremitting assiduity".

(e) "(Continuous, or continual) droppings wear away stones."

(f) "The vegetation of these regions is (luxurious or luxuriant)."

(g) "He rejected the (proposal, or proposition) made by his friend."

(h) "His (negligence, or neglect) nearly caused his losing the situation."

(i) "He was careful in his (observance, or observation) of all the usages of his Church."

(j) "The Chinese claim to have (invented, or discovered) gunpowder, and to have (invented, or discovered) the properties of the magnetic needle."

(k) "It is a great (vice or sin) to swear unto a (vice, or sin).

But greater (vice or sin) to keep a sinful oath."

(/) "After having suffered three years' imprisonment for this libel, he was set at (freedom, or liberty), and he determined thenceforth to express himself with less (freedom, or liberty) on the character and conduct of others."

17. Alter the following by substituting plural nouns for singular abstract nouns :—

Youth enters the world with very happy prejudices in her own favour. She has not yet learned that the most evident claims to praise or preferment may be rejected by malice against conviction, or by indolence without examination ; that some are engaged in complications of interest which they imagine endangered by every innovation and that whoever aspires to the notice of the public must struggle with the opposite of the daring and elude the stratagems of the timorous, must quicken the frigid, and soften the obdurate, must reclaim perverseness and inform stupidity.—(C. U. 1862.)

18 Rewrite the following sentences substituting simpler words for the italicised words :—

- (a) "There are *celestial* bodies and bodies *terrestrial*."
- (b) "He *breathed his last* in *indigent* circumstances."
- (c) "That *conflagration* consumed numerous edifices."
- (d) "His *maternal uncle* had been *snatched away* by the *relentless* hand of death."

19. Rewrite as a continuous passage, avoiding repetitions and the use of too many sentences :—

There are passages of Homer or Horace, which to a boy are but rhetorical commonplaces. To him they are neither better nor worse than a hundred others which any clever writer might supply. He gets them by heart. He thinks them very fine. He imitates them in his own flowing versification. He thinks he imitates them successfully. At length they come home to him. They come home to him when long years have passed. They come home to him when he has had experience of life. They pierce him with their sad earnestness. They pierce him with their vivid exactness. They pierce him as if he had never before known them.—*London Matriculation*, 1903).

20. Write the following passage, substituting simple words and phrases as far as possible :—

The power of speech in the direction of public affairs becomes more and more obvious, developed, and irresistible as we advance towards the culminating period of Grecian history—the century preceding the battle of Chaeroneia. That its development was greatest among the most enlightened sections of the Grecian name, and smallest among the more obtuse and stationary is matter of notorious fact :

and it is not less true, that the prevalence of this habit was one of the chief causes of the intellectual eminence of the nation generally.—(L. M. 1905).

21. Combine into *two* sentences only the following group of sentences, omitting all superfluous expressions and substituting simpler words where necessary :—

His reign had had a duration of nearly four decades. At last, at their conclusion, it chanced accidentally that on one day he called all his people collectively together. He convened them in the Field of Mars. The Field of Mars is in close proximity to the Goat's Pool. Thereupon, there arose all on a sudden a storm. It was a dreadful storm. All was dark—as dark as night. So terrible was the rain, so terrible the thunder, so terrible the lightning, that the whole mass of the people took their flight from the field. They each ran away to their several homes. At last the storm was over. They each came back. They returned to the Field of Mars. Romulus was not there. He was nowhere to be found. Mars, his father, had carried him up to heaven. He had taken him away with him in his chariot.—(L. M. 1906).

22. Substitute simpler words and phrases for the following :—
Solar effulgence, a multitudinous assemblage, an inebriated individual, a professor of the tonsorial art.—(L. M. 1906).

23. Re-write the sentences, omitting all superfluous words :—

(a) "He was a man of powerful strength."

(b) "All praised his magnanimity and greatness of mind."

(c) "He has arrived at the final completion of his work,"

(d) "We all of us complain of the shortness of time."

(e) "The aim and end of an institution is that we may think what we like and say what we like."

24. Rewrite the following sentences, substituting whenever practicable without destroying the sense, Saxon equivalents for words of classical origin—

"Aristotle thought it *probable* that the *Columns* of Hercules, or Straits of Gibraltar, were not far *removed* from the East Indies, and there might be a *communication* by sea between them. Seneca, in *terms* more *explicit*, *affirms* that with a fair wind, one might sail from Spain to India in a few days.—(C. V. 1868.)

25. Give the meaning of any six of the following phrases and introduce each of the six into a sentence of your own ;—(1) to take to heart, (2) to have at heart, (3) to turn to account, (4) to call in question, (5) to set on foot, (6) to throw into the shade, (7) to make light of (8) to bring to light.—(M. M. 1890).

26. Rewrite the following sentences preserving the same construction throughout each :—

(a) "These funds will be available for meeting the necessary expenses and enable the committee to carry out the scheme."

(b) "Scott's great fault was his desire for territorial acquisition and to be a laird."

(c) "Knowing how to obey is the foundation of discipline, and to act in conformity with orders is its accomplishment."

(d) "He decided to visit the gorge, and if he saw any of the party, he would ask for his dog and gun."

27 Add a sentence to each of the following so as to show that you clearly understand when each should be used :—

(a) *I did come*

(c) *I ought to have come.*

(b) *I ought to come*

(d) *I will come—(A. U. 1991).*

28. Write the following sentences filling up the blanks :—

(a) 'His——occupation was to master the——of geometry.' (*principal* or *principle*).

(b) 'If it gets——, you will——it.' (*lose* or *loose*).

(c) 'He was——miles from home and was hungry——.' (*two* or *too*).

(d) 'I would——the offer,——for my religious scruples.' (*accept* or *except*).

(e) 'It is an ingenious——, but can we——a better one?' (*device* or *devise*).

29. Improve the arrangement of the following sentences :—

(a) "We do those things frequently which we repent of afterwards."

(b) "Wanted a handsome Shetland pony suitable for a child with a long mane."

(c) "Wanted a young woman to take care of two orphan children of a religious turn of mind."

(d) "After working hard all day he soon went to sleep, being very tired."

(e) "Here a halt was made to take in coal and water which lasted half an hour."

30. State in your own words briefly and clearly the main ideas of the following extracts :—

(a) A certain king had a beautiful garden, and in the garden there was a tree which bore golden apples. These apples were always

counted and about the time they began to grow ripe it was found that every night one of them was gone. The king became very angry at this and ordered the gardener to keep watch all night under the tree. The gardener set his eldest son to watch ; but about twelve o'clock he fell asleep, and in the morning another of his apples was missing. Then the second son was ordered to watch ; and at midnight he too fell asleep, and in the morning another of the apples was gone. Then the third son offered to keep watch ; but the gardener at first would not let him, for fear some harm should come to him ; however, at last he consented, and the young man laid himself under the tree to watch. As the clock struck twelve he heard a rustling noise in the air, and a bird came flying that was of pure gold, and as it was snapping at one of the apples with its beak, the gardener's son jumped up and shot an arrow at it. But the arrow did the bird no harm ; it only dropped a golden feather from its tail, and then it flew away. The golden feather was brought to the king in the morning, and all the council was called together. Every one agreed that it was worth more than all the wealth of the kingdom ; but the king said, "One feather is of no use to me, I must have the whole bird."

31. Write an account of the following incident in three sentences, introducing all the facts supplied, and avoiding the use of the word *and*.—William the Silent, Prince of Orange, was going to the dining room. He was dressed very plainly. This was according to his usual custom. Gerard presented himself at the doorway. He demanded a passport. The princess (William's wife) was struck with the man's agitated countenance. She was anxious. She questioned her husband concerning him. Orange was not at all impressed with the appearance of Gerard. He conducted himself at table with cheerfulness. He was usually cheerful. He conversed with the burgomaster. The burgomaster was the only guest present. They talked about the political aspects of Friedland. The company rose from the table. It was two o'clock. The Prince Orange led the way. He intended to pass to his private apartments. These were above. The Prince reached the second step of the stairs. There was a sunken arch. It was deep in the wall. It was in the shadow of the door. A man emerged from it. It was Gerard. He stood within a foot or two of the prince. He pointed a pistol at his heart. He discharged it. Three balls entered his body. One passed quite through him. It struck the wall beyond.—(L. M. 1907.)

CHAPTER XXI.

STRUCTURE OF SENTENCES AND PARAGRAPHS.

305. The chief forms of sentence-structure are **short, long, periodic and loose.**

306. Short and Long Sentences.—These require no separate definition. Short sentences are preferable to long ones as they are understood without much difficulty. Long sentences, on the other hand, are apt to become involved, as the introduction of several phrases and clauses requires closer attention on the part of the reader to understand the writer's meaning.

307. When used —No hard and fast rule can be laid down as to when a particular kind of sentence is to be used. As simplicity is the essence of all formal composition, it is best not to use long and involved sentences, until some facility in writing has been acquired. Moreover the continued use of any one kind of sentence is tedious to the ear and destructive of force and vigour. The beginner is advised to make a judicious admixture of the two kinds to relieve the monotony.

308. Periodic and Loose Sentences.—A *periodic* sentence is one in which the meaning remains suspended till the whole is finished ; as, "While a considerable part of the army of Bengal was thus engaged at a distance, a new and formidable danger menaced the frontier." A *loose* sentence is one in which the meaning is complete at one or more places before the end is reached ; as, "The battle was won | at last | after hard fighting and prodigious display of valour | ." In this sentence we may stop at any of the bars.

Note.—The characteristic feature of a *loose* sentence is the use of too many qualifying phrases and clauses.

309. A *loose* sentence can be converted into a *periodic* form by placing the Adverbial clauses first ; as,

"The house will be sold, unless the money is paid" (*Loose.*)

"Unless the money is paid, the house will be sold" (*Periodic.*)

310. Unity of Sentence.—A sentence should contain only one complete thought. Hence no subordinate phrases and clauses should be introduced unless they are so closely connected with the main sentence as to be absolutely necessary to make the meaning clear.

311. Note how the *unity* of each of the following six sentences has been preserved by the addition of several subordinate phrases and clauses :—

I. "He was a great favourite among all the good wives of the villages."

2. "He was a great favourite among all the good wives of the village, who took his part in all family squabbles."

3. "He was a great favourite among all the good wives of the village, who, as is usual with the amiable sex, took his part in all family squabbles."

4. "He was a great favourite among all the good wives of the village, who, as is usual with the amiable sex, took his part in all family squabbles and never failed to lay all the blame on Dame Van Winkle."

5. "He was a great favourite among all the good wives of the village, who, as is usual with the amiable sex, took his part in all family squabbles and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle."

6. "Certain it is that he was a great favourite among all the good wives of the village, who, as is usual with the amiable sex, took his part in all family squabbles and never failed, whenever they talked those matters over in their evening gossipings, to lay all the blame on Dame Van Winkle."—IRVING'S *Sketch Book*.

312. Length of Sentences.—The young student is apt to think that to make his composition "sound well" he must use complex sentences, full of big words and high-sounding phrases. Herein he makes a grave mistake—serious enough to wreck all his hopes of a good essay. In the first place his wordy statements make his meaning obscure. Secondly, the big words rob his work of force and vigour."

313. Meaning and Use of Paragraphs.—A paragraph may be defined "as a collection of sentences with unity of purpose."—DAVIDSON. It is a larger division of discourse than the sentence, and helps the reader in dealing with one idea.

314. Classification.—Paragraphs are divided into **descriptive, narrative and reflective.**

A **Descriptive** paragraph is one in which the outline of an object or scene is first given, and the details are then filled in.

"In writing descriptive paragraphs, the student should first give a brief description of his subject : next, as the body of the paragraph, a more detailed account ; and finally close by pointing out uses or striking qualities."—MCMORDIE.

Thus in describing an Elephant, we should say that it belongs to the class of thick-skinned animals. It is the largest of mammals at present in existence. Its legs are thick and pillar-shaped. It has a large flexible proboscis or trunk. Elephants live in herds. There are two species of elephants, the African elephant with its round head, convex forehead and large flattened ears; and the Indian elephant, having an oblong head, a concave forehead, and ears of moderate size. When tamed, elephants are used as beasts of burden. They are also useful in hunting and in war.

A **Narrative** paragraph gives a general statement of events in the order of their occurrence.

As narrative paragraphs deal with historical or biographical subjects, the only requisite is to describe the events in the order in which they take place. The following may serve as a model :—

“In 1505 Babar occupied Ghazni and raided the Indian frontier as far as the Indus but he did not cross the river until 1519, when he effected a temporary occupation of a part of the Punjab. In 1524 in response to an appeal of Daulat Khan he reached Lahore and sacked it. But in consequence of Daulat Khan’s desertion, he was obliged to return to Kabul for reinforcements, and his final invasion of India did not begin until November, 1525.”

A **Reflective** paragraph sums up the arguments on both sides of a question and the conclusions favouring the one or the other.

315. Unity of Paragraph.—The principle of unity requires that the various sentences composing the paragraph should deal with one central idea or *theme*, as it is called.

This rule applies to all kinds of paragraphs, *descriptive*, *narrative* or *reflective*.

Caution.—The best way of testing the unity of a paragraph is to see whether the thought of the paragraph can be summed up in a single sentence.

316. The essentials of a good paragraph are :—

(i) **Coherence.** (ii) **Emphasis.** (iii) **Variety.**

(i) **Coherence.**—The principle of coherence deals with the order of thoughts or the sequence of ideas. The sentences that make up the paragraph should follow one another in a logical order with all the connecting words necessary for the purpose.

(ii) **Emphasis.**—This forms the second requirement of a good paragraph. The opening sentence should, as a rule, state the subject of the paragraph. The body of the paragraph will, of course, contain everything necessary for the development of the central thought.

(iii) **Variety.**—The principle of variety requires that the sentences should vary in length and in structure to avoid monotony. The student should always try to give his style as much variety as he can.

317. Length of Paragraph.—No absolute rule can be laid down as to the length of a paragraph. It will be well for the beginner to make his paragraphs short rather than long. The length of the paragraphs generally varies with the subject and the method of dealing with it.

Note.—It is safe to say that a short essay as is generally set in the class and in examination should contain at least three paragraphs and not more than eight.

EXERCISE XIX.

1. Write a sentence (grammatically complete) on each of these subjects ;—

Health	Thermometer	Pain	Silver
Strength	Steam	Poetry	Flower
Friendship	Railways	Courage	Politeness
Jealousy	Rain	Duty	Books
Instinct	Cloud	Valley	Gold
Telescope	Pleasure	Character	Idleness.

2. Write a short paragraph about some incident that has taken place in your locality.

3. Write a paragraph on :—

- | | |
|------------------------|----------------------------|
| 1. The foot-ball. | 4. The prize distribution. |
| 2. The school library. | 5. School holidays. |
| 3. The school drill. | 6. School vacation. |

4. Write a narrative paragraph on each of the following subjects :—

- | | |
|-----------------------|-------------------------|
| 1. A Heroic Deed. | 4. A Skating Adventure. |
| 2. A Bicycle. | 5. An act of kindness. |
| 3. A Street accident. | 6. A runaway horse. |

5. Write paragraphs expanding the following ideas in an anecdote :—

(a) "Where there is a will there is a way."

(b) "Honesty is the best policy."

(c) "Unity is strength."

(d) "Virtue is its own reward."

6. Punctuate and paragraph :—

The Vice-Chancellor entered and such a wretched pale object I have seldom beheld he seemed crippled and writhing with rheumatic pains hardly able to walk after a few minutes had passed Mr. Smedley came round to me and whispered have you made up your mind yes quite thank you now for the beauty of Cambridge the beauty of beauties King's College Chapel on the first entrance I felt silenced by admiration.—(L. M. 1905).

7. Divide these sentences into paragraphs :—

The Loss of the "Birkenhead."

Of all the wonderful instances of human courage on record there is none more striking than that which is contained in the sad history of the loss of the *Birkenhead* troop-ship. Like a familiar text-book used as an unfailing standard, and quoted from generation to generation, the devotion to duty under the most terrible circumstances displayed by the undaunted heroes, who went down with the *Birkenhead*, will ever be held up as an example to be followed in all ages. The *Birkenhead* was an iron paddle-wheel steamer, one of the finest of her class. She sailed from Queenstown, Ireland, on the 7th of January, 1852, for the Cape of Good Hope, and took out a detachment of the 12th Lancers, and detachments of nine regiments of the line. In all there were six hundred thirty-eight persons on board, including the ship's company and the wives and the children of the soldiers. She made a fair and prosperous voyage, sighted the Cape, and as she ran down the coast her passengers looked forward to speedy release from the pleasant confinement of her decks. The evening was clear, the land was but a league distant, and the *Birkenhead* was steaming at the rate of eight miles an hour, not dreaming of harm, and unconscious of the proximity of danger. Suddenly there was a blow that shook every one of the ship's timbers, the *Birkenhead* trembled from stem to stern, stopped and began to sink. A rock, unknown to navigators, had found her out; and, having pierced her side, thrust up its pointed head into the engine-room. A mass of water rushed in that must have instantaneously drowned upwards of a hundred men, who were in their hammocks on the lower deck. The roll of the drums called the soldiers to arms on

the upper deck and the men mustered as if on parade. The word was passed to *save the women and children* ; and the helpless creatures were brought from below, mostly undressed, and handed silently into the boats. When they had all left the ship's side, the commander of the vessel thoughtlessly called out, "all those that can swim jump overboard and make for the boats." But Captain Wright of the 91st Highlanders, said, "No ! if you do that, *the boats with the women must be swamped*," and the brave men stood motionless. There was not a murmur nor a cry amongst them until the vessel made her final plunge. Down went the ship, and down went the heroic band, firing a *feu de joie* as they sank beneath the waves.

CHAPTER XXII.

ESSAY-WRITING.

318. An essay has been defined as a short literary prose composition treating of a particular subject. It is a series of personal comments rather than a finished argument.

319. Classification.—Like paragraphs, essays may be divided into three kinds—the **Descriptive**, the **Narrative**, and the **Reflective**—according as they deal with description of concrete objects, narratives of events, or reflections upon some abstract subjects.

DESCRIPTIVE ESSAYS.

Descriptive subjects include everything visible to the eye and coming under one's personal observation—animals, vegetables or minerals, products of art, natural scenery and phenomena, &c.

From the above it is clear that the descriptive composition embraces a great diversity of subjects, and admits of every variety of language and style.

In dealing with this kind of composition no formal introduction or conclusion is necessary. The aim of the descriptive writer is to form a clear and well-defined idea of the subject and to select such ideas as will contribute to its development. It is a mistake to try to tell everything about a subject.

If the description be of—

(a) **An Animal.**

A general outline like the following may be drawn up before the writing is begun :—

- (1) *Description, (a) general (b) detailed.*
- (2) *Where found.*
- (3) *Characteristic features, (a) manner of life, (b) food, (c) intelligence, illustrated, if possible, by any story heard or read.*
- (4) *Usefulness to man.*

The following examples are given by way of illustration :—

The Elephant.

OUTLINE FILLED IN.

(1) Belongs to the order of thick-skinned animals ; largest, strongest and most sagacious of all living quadrupeds. In general figure awkward, large head, ears large and pendulous, legs like strong short pillars. The most remarkable feature—trunk or proboscis, from seven to eight feet long, narrow towards end, very flexible, very strong, can uproot trees or gather grass, raise a piece of artillery, kill a man or brush off a fly, or pick up a pin from the floor, conveys food to mouth, draws up large quantities of water and squirts it down the throat when thirsty. Often lives to the age of one hundred and twenty years.

(2) A native both of Asia and Africa ; the African has larger ears and longer tusks, the chief weapons of defence.

(3) When wild : lives in large herds, led by males ; feeds on branches and leaves of trees.

When tame feeds on rank grass, young shoots of trees and roots ; mild, docile, led by a driver called *mahut* and goaded by an iron rod ; the seat upon the back called *howdah* ; is sometimes vindictive—the old tale of mishap of the Delhi tailor.

(4) The Romans tamed and used it in wars ; serviceable as a beast of draught ; always useful in hunting and in wars. Various fancy articles from *ivory*.

The Horse.

OUTLINE FILLED IN.

(1) Belongs to the order of *Pachydermata* or thick-skinned animals. Of all the quadrupeds the most beautiful, inferior to none of the brute creation in sagacity and intelligence ; excels all other

quadrupeds in fine symmetry and usefulness ; a long body, long and slender legs, ears erect and pointed, skin covered with hair, mane and tail long and flowing, and undivided hoof on each foot, fitted for dry open plains.

(2) In almost every country ; a race of wild horses in Tartary and America ; the prairies of America, the steppes of Asia, the plains of Europe form their chief haunts in wild state.

(3) When wild : lives in herds of from four to five hundred ; lives on grass and vegetables ; never attacks other animals.

When tame ; very docile, steady and a willing worker, very faithful and obedient servant ; will live to thirty years or longer : affecting story of attachment of the horse to its master is related in many books.

(4) Most useful to man in peace or in war : some are fitted for bearing heavy burdens, others for riding, others for drawing carriages, the swiftest horse is the race-horse ; skin made into leather, hoofs into glue, cushions stuffed with the hair of its tail and mane.

(b) **A vegetable.**

Under this head are included descriptions of trees, plants, etc.

(1) *A brief general description.*

(2) *Where it grows.*

(3) *Its cultivation.*

(4) *Its uses.*

The Cocoanut Tree.

OUTLINE FILLED IN.

(1) A very useful tree, tall and slender trunk rising fifty to sixty feet in height ; no branches, the fruit called the cocoanut hangs in clusters on the top of the tree. Leaves, thin and long, are bent downwards.

(2) Grows in both the East and West Indies.

(3) No watering required, a moist soil is all that is necessary for its growth ; thrives well in sandy soil near the sea, and prefers a warm climate with good rainfall.

(4) Trunk for house building, dried leaves serve as fuel, the leaf-stalks bound together form our broom ; leaves also used for thatching the roofs of houses, the fruit contains white fleshy kernel, an article of food and a sweet refreshing drink ; the shell forms the *hubble-bubble* : oil from dried kernel used in the toilet of our women and in the manufacture of candles and soap ; the fibres of the outer coat are made into ropes, mats and cables.

Rice.**OUTLINE FILLED IN.**

(1) A food grain, one of the most important articles of food in all tropical countries. With the husk on the grain it is called *paddy*.

(2) Is grown chiefly in many parts of Europe, and in most warm countries throughout the world. Grows in abundance in Bengal, on low lands subject to occasional inundations. No special tillage is required ; abundance of moisture in the soil necessary for its cultivation.

(3) Several varieties, of which two are best-known in Bengal—*aus* (autumn crop) and *aman* (winter crop). The processes of its cultivation are :—(1) manuring the land with cow-dung and ashes, (2) ploughing, (3) harrowing, (4) sowing, (5) transplanting, (6) threshing, (7) trampling, (8) winnowing, (9) husking by *dhenki*. The removed husk is known as “bran.”

(4) Boiled in water becomes our chief food ; contains very little fat and is easily digested. Chief preparations from it—*khali*, *muri*, *chira*, country made wine ; exported to Europe for starch-making.

(b) A mineral substance.

(1) *A brief general description.*

(2) *Where found.*

(3) *How obtained.*

(4) *Its uses.*

Gold.**OUTLINE FILLED IN.**

(1) The most valuable of metals, called the “king of metals.” The heaviest metal except platinum. Colour bright yellow ; most ductile of all metals.

(2) Is found in beds of rivers in minute and irregular grains known as gold-dust ; also in quartz rocks in lumps called nuggets ; in various parts of the world, particularly in Australia and California. Kolar in Mysore contains the best gold-fields in India. Gold-dust is obtained from the beds of rivers in Hungary in Europe, in South America and Africa.

(3) In its native state never pure, obtained from sand by sifting and washing, and breaking down the pieces of quartz. A strong fire necessary to fuse it. To harden it, alloyed with copper or with silver.

(4) Its principal uses :—(a) in coinage, (b) in the manufacture of ornaments and other useful articles.

Salt.

OUTLINE FILLED IN.

(1) A really useful mineral, a white, hard, brittle, rough substance. An every day article of food. One of the very common necessities of life; has a taste of its own. Next in importance to bread; very cheap. In table salt, the crystals are small.

(2) A portion from sea-water, the rest from salt-mines and salt-springs. Rock-salt is a mineral dug out of the earth. Very abundant on the whole elevated table-land of Great Tartary, Thibet and Hindustan. The salt-mines of Cheshire, the largest in Europe.

(3) In India: (1) by evaporating sea-water; chiefly in Madras; (2) from the Sambhar Lake in Rajputana, and brine-pits in the Runn of Cutch; (3) from the Salt Range mines in the Punjab; (4) from abroad, chiefly from the United Kingdom and Germany. In England: chiefly from the water of salt-springs at Nantwich in Cheshire.

(4) Its uses too many to be mentioned; used in medicines and in seasoning and preserving fish and meat which would otherwise become unfit to be eaten.

Explain:—(1) 'He is not worth his salt.' (2) 'Ye are the salt of the earth.'

(d) A product of Art.

This type includes descriptions of important buildings, works of art, etc.

(1) *Description, (a) general, (b) detailed.*

(2) *Where situated.*

(3) *Architectural beauty.*

(4) *Uses.*

The Taj Mahal.

OUTLINE FILLED IN.

(1) One of the loveliest and most renowned buildings in the world; built of white marble decorated with mosaics of various precious stones. Twenty thousand workmen employed for seventeen years in building and decorating the Taj; said to have cost enormous sums; the gate-way of red sand-stone, inlaid with floral designs, and passages from the Koran in white marble. The enclosure of the Taj is a third of a mile square, surrounded by a wall of rich beauty. The Taj is 186 feet square, and 220 feet high to the top of the dome; stands on a plinth of white marble 313 feet square, and 18 feet above the level of the garden. At the corners of the plinth stand four

tapering minarets 137 feet high. Its marble arches and domes, of exquisite shape and dazzling whiteness. Built by Shah Jehan over the grave of his beloved queen Mumtaz Mahal.

Inside the Taj the emperor Shah Jehan and his beloved queen Mumtaz Mahal lie buried side by side in marble tombs, inlaid with rich gems, lighted by double screens of white marble trellis work of the most exquisite design and workmanship, one on the outer, the other on the inner face of the walls.

(2) Is situated on the east bank of the Jumna at Agra, one of the most picturesque cities in India.

(3) Words are worthless in describing a building which as a whole—whether in its details, its surroundings, its exterior, or its interior, is absolutely faultless.

(4) Was used as a pleasure place; now sacred to the dead; and resorted to by travellers from various countries. Hindus and Mussulmans in their holiday attire hold their picnic party within its enclosure.

(e) **A manufacturing process and product.**

(1) *Brief description of material.*

(2) *Method of preparation.*

(3) *Uses of the product.*

Manufacture of Paper.

OUTLINE FILLED IN.

(1) Made from old linen and cotton rags, straws, esparto grass, &c.

(2) The materials first sorted according to the different degrees of fineness and torn and cut up into shreds, and put into the dusting machine; then boiled in a solution of soda and lime and reduced to a fine pulp; the sheets are dipped into the size and taken out again, dried and pressed; then cut to any size required such as, *foolscap, post, crown, demy, medium, royal, imperial*; counted up in quires and made into reams.

In paper made by hand the fine pulp is put into a vessel of warm water, spread over a mould having a wire bottom through which the fluid passes off, the marks caused by these wires being called "water-marks" and placed on a felt; when forty or fifty sheets are made they are pressed between glazed boards and hot metal plates.

(3) Chiefly used for printing, writing and packing purposes.

(f) **Geographical object.**

This type includes descriptions of countries, towns, rivers and mountains, &c.

I. A country—

- (1) *Situation.*
- (2) *Physical features* (such as, *sea-coast, mountains, rivers, lakes, climate, &c.*)
- (3) *Produce, manufactures, commerce, exports and imports.*
- (4) *People*—(a) *classes, (b) occupation, (c) education, (d) religion.*
- (5) *Government.*
- (6) *Noted towns.*
- (7) *Remarks.*

II. A town—

- (1) *Position with respect to river, sea-coast &c.*
- (2) *General appearance*—(a) *divisions, (b) streets.*
- (3) *Climate and population.*
- (4) *Prominent features*—(a) *important public buildings, (b) markets. (c) places of resort and of amusement, (d) educational and charitable institutions.*
- (5) *Its importance.*
- (6) *Chief events in its history.*

III. A river—

- (1) *Its source—course—mouths—tributaries—how far navigable.*
- (2) *Noted towns on or near its bank.*
- (3) *Its importance.*

IV. A mountain—

- (1) *Its position—height—peak—passes.*
- (2) *Its influence on climate, rainfall and agriculture.*
- (3) *Any noteworthy fact for comparison or contrast.*

Calcutta.**OUTLINE FILLED IN.**

(1) Situation on the left bank of the Hughli, one of many mouths of the Ganges, about 280 miles from the sea.

(2) Divided into two parts—(a) the Black or native quarter, ugly and dirty with its busy water-side and crowded bazars; (b) the White or European quarter, handsome and clean. The streets are for the most part well-metalled—in wet weather, little better than quagmires.

(3) Climate hot and damp. The Hindus form the majority—next to them the Mahomedans, the Buddhists, and lastly the Christians.

(4) (a) The most important building, Government House,—the official head-quarters of the Governor of Bengal—a noble edifice, massive and imposing in structure. The Ochterlony monument stands on the *maidan*, a wide expanse of grass, the finest open space in any city in the world. Not far off—the Post Office, the High Court, the Writers' Buildings, etc. Four Government Colleges :—Presidency, Medical, Sanskrit and Madrassa. (b) The Municipal Market in the European quarter and the *Natun Bazaar* in the native quarter. (c) The Maidan or Esplanade, the park of Calcutta, the Eden gardens, several fine squares,—Wellington square, College square and Cornwallis square—adorn the city. The Theatre Royal, the Star Theatre, the Minerva. (d) The General Hospital confined solely to Europeans. The Medical College Hospital, the Mayo Hospital, the Sealdah Pauper Hospital for all classes of people, the District Charitable Society.

(5) Full of interest : the capital of Bengal as well as the premier city of India ; ranks next to London as the second city in the British Empire ; the whole of the European quarter, one stretch of public buildings and residential mansions, hence called the “city of palaces”—Not only the seat of Government—the centre of trade ; exports the products of Bengal ; distributes all over the country all the imports from foreign countries. Trade carried on partly by railways partly by water-traffic. A separate Municipality ; the most important undertaking—the water supply and the drainage works.

(6) The history of Calcutta dates from 1686—the English merchants at Hughli with their President Job Charnock in consequence of a rupture with the Mogul authorities retreated down the river to Sutanuti. In 1696 they built the Fort William and finally purchased the three villages of Sutanuti, Calcutta and Gobindpur from Prince Azim, grandson of the Emperor Aurangzeb. The chief event in the history of Calcutta is the sack of the town and the capture of Fort William in 1756 by Siraj-ud-Daula, the Nawab of Bengal. In 1757 Clive with the help of Watson retook the city. After the battle of Plassey on June 23rd, 1757, Calcutta was restored to the English. Commerce rapidly revived, and the ruined city was rebuilt. Modern Calcutta dates from 1757. The old fort was abandoned and a new fort, the present Fort William, was completed in 1773. From this time Calcutta has advanced steadily in size and importance.

The Ganges.

OUTLINE FILLED IN.

(1) Rises on the southern slopes of the Himalayas—its actual source at the foot of a vast glacier, where it issues from a great hollow “*the Cow's Mouth*,” a place of great pilgrimage. At Hardwar it leaves the mountain region—flows through one of the most fertile plains of the world—enters the Bay of Bengal after a winding

course of about 1,500 miles—navigable for boats and native crafts in its upper course—lower down for large vessels and steamers up to 800 miles from the sea. Receives many tributaries of which the most important is the Jumna which joins it at Allahabad. The branches at its mouth form a delta, the richest part of India, its southern portion called the *Sunder bunds*—thickly overgrown with rank vegetation—the haunt of tigers and crocodiles.

(2) The important towns on it :—Calcutta, Patna, Benares and Allahabad.

(3) Its chief value is for irrigation. The silt brought down and deposited conduces to the fertility of the soil. One great peculiarity, it often deserts its old channel—takes to a new bed. Hindus call it “Mother Ganga”—worship it as a sacred stream—believe that a dip in its holy waters purges off their sins and secures a safe passport to Paradise.

The Himalayas.

OUTLINE FILLED IN.

(1) *Lit.* the “Abode of Snow,” the loftiest range in the world—the northern boundaries of India—runs East and West. The highest point—Deodunga or Mount Everest (29,000 feet) above the sea-level. The only memorable passes—the Khyber Pass and the Bolan Pass. At the very base of the outer ranges—a broad belt of land, the Terai, a damp forest jungle, the home of wild animals. The chief sanitarium—Simla, and Darjeeling—the summer residences of the Viceroy and the Governor of Bengal, respectively.

(2) India is completely shut in from cold northern winds. It forms a great reservoir of moisture for the plains of India—The rain that falls on the Himalayas.

3. (i) Picturesque beauty of European Alpine scenery generally compared with that of the Himalayas.

(ii) The Alps have a width of 74 miles, the Himalayan mountain being 400 miles across. It is no exaggeration to say that along the whole range of the Himalayas, valleys are to be found among the higher mountains into which the whole of the Alps might be cast without producing any result that would be discernible at a distance of ten or fifteen miles.

(g) A natural phenomenon.

(1) *Definition or brief general description.*

(2) *Its distinguishing characteristics.*

(3) *Its effects.*

A Cyclone.

OUTLINE FILLED IN.

(1) A violent storm, often of vast extent, characterised by high winds rotating about a calm centre of low atmospheric pressure. Its first indication is a murky sky : masses of cloud rise with the wind and descend nearer the earth.

(2) Blows with a hoarse moan, then a booming sound accompanied by gusts of rain ; "the whole sky becomes overspread with dark clouds ; the gale blows harder and harder ; the rainfall becomes more and more copious every instant."

Its fearful ravages are indeed appalling. A sad scene—trees uprooted, houses and huts razed to the ground and hundreds of persons buried inside the ruins ; telegraph poles blown down ; vessels left high and dry far inland.

(3) Although a cyclone carries death in its train, it clears the air of all sorts of impurities. Carries with it a substance called 'ozone' which decomposes foul and unwholesome gases.

(h) A Custom or an Institution.

This type includes descriptions of marriages, festivals, &c.

(1) *Its origin.*

(2) *Time and place of celebration.*

(3) *Special ceremonies connected with it.*

(4) *How enjoyed by the people who take part in it.*

A Hindu Marriage Ceremony.

OUTLINE TURNED INTO A DESCRIPTIVE COMPOSITION.

(1) A Hindu marriage is an indissoluble tie, and not a civil contract, between a man and a woman as husband and wife.

(2) As a rule a Hindu marriage is celebrated at night-fall. In the evening of the appointed day the bridegroom's party accompanied by a priest and a barber and the *Barjattras* (friends and relatives) set out for the bride's house in a grand procession, headed by bands of musicians, European and Indian, the bridegroom arrayed in gorgeous apparel and carried in a gaudy *chaturdola* taking up the rear.

The blowing of conch-shells and the shoutings of *ulu, ulu* by the women of the bride's house announce the arrival of the procession. The bride's father or his representative comes out to meet the bridegroom's party, and after a few moments of greetings and salutations the party is taken into a court-yard, where a special seat is reserved for the bridegroom. The priests announce that the

auspicious time is come and the bridegroom accompanied by the priest and the barber is taken into the inner court-yard and there seated by an altar set up for the occasion.

(3) The first item of business is the chanting of a few *mantras*, the purport of which is the solemnisation of the marriage-bond. The bride covered from head to foot with her *saree* is brought to the place and is made to sit beside her father who gives her away. A corner of the bride's *saree* is then tied to the bridegroom's *chadar*, and the two walk together to the *basar-ghar*, a room specially fitted up for the wedding-night, where the female members freely indulge in all sorts of jokes, to the great amusement and sometimes to the annoyance of the bridegroom. After an hour or so, they retire and the bridegroom is allowed to sleep for the night.

(4) The *barjattras* are sumptuously fed, after which they retire to their respective homes generally late at night. Those who are admirers of *jattras*, *nautches* and *theatres*, remain for the night at the bride's house, where such performances are generally held.

The Durga Puja Festival.

OUTLINE TURNED INTO A DESCRIPTIVE COMPOSITION.

(1) The Durga Puja, as held in autumn, is said to have originated with Ram Chandra, the well-known king of Ayodhya. It is said that he invoked the aid of the goddess Durga to help him in killing Ravana, the monster king of Ceylon. Since that time the Hindus have observed the custom of worshipping the goddess for three days a year. Durga is a manifestation of *Sakti*, or Divine Power. She is represented as having ten hands and riding on a lion. On her right side stands *Lakshmi* the goddess of wealth, and *Saraswati*, the goddess of learning, stands on her left. *Kartikeya*, the god of war, rests on a peacock to the left of *Saraswati* and *Ganes*, the god of success and wisdom, seated on a mouse, stands to the right of *Lakshmi*. In the *chalchitra*, (a frame-work at the top) *Siva*, the husband of Durga, occupies the central place.

(2) The festival is generally held in the Bengali month of *Aswin* (October) and lasts, as already said, for three days. The first day of the Puja is called *Saptami*, or the seventh day of the moon, the second day, *Astami*, and the third day, *Navami*. A *Thakur-dalan* is reserved for the Puja in almost every Hindu household.

(3) Early in the morning on the first or the opening day, a procession with drums and pipes sets out to dip the image of *Kalabau*, the bride of Ganesh, into the water of the Ganges. On its return the Puja begins in right earnest—*mantras* are uttered by the priests and all the eldier members of the house, both males and females, dressed in fine new clothes, sit near the image and take part in the worship. In some cases goats are sacrificed, after which the *Arati* i.e., the ceremony of waving lights, etc. before the image) completes the day's puja. This is repeated on the second and the

third day. The three nights of the *Puja* are spent in all sorts of amusements. Alms is freely given to the poor and the guests are entertained sumptuously. On the fourth day (called the *Vijaya* day) the goddess is taken, through large crowds of spectators thronging the streets, to the nearest river or tank, and immersed there. After the return of the party from the river, all the members partake of *Siddhi* and sweets. Then follows the ceremony of *kolakuli*, i.e., embracing one another in token of friendship, love and affection.

(4) Of the many festivals celebrated in the course of the year, the Durga Puja is the grandest and the most popular. Every Hindu from the highest to the lowest, hails its advent with all his heart. The official and the non-official class avail themselves of the golden opportunity to return to their respective homes, meet absent friends, and enjoy the holidays in merry-making. The student community enjoy the holidays by returning to their respective country homes, or visiting new places, by making railway journeys on concession tickets. The traders and shopkeepers reap a rich harvest, as almost every Hindu householder is to purchase clothes and other articles according to his means.

The Mohurrum.

The Mohurrum is the grandest and most popular festival of the Shia Mahomedan sect. It is celebrated in memory of the martyrdom of Hassan and Hosein, grandsons of the Prophet. As to the origin of this festival it may be said that on the death of Mahammad without any male issue, disputes arose among the leaders about succession to the Caliphate. At first, Abu Bekr, father-in-law of the Prophet succeeded him as Caliph, then came his son Omar, who was succeeded by Othman, and after him Ali, the Prophet's son-in-law, became Caliph; but he was assassinated, and his son Hassan poisoned. Mauvia now became Caliph, but his son Yazid kept a close watch on the movements of Hosein, who was called upon to surrender at discretion; but he preferred to die sword in hand. After a desperate struggle he was cut down with all his followers. The place where he fell is called Kerbala, not far from Bagdad. It is generally believed that he died after a fast of ten days and these ten days are kept as days of lamentation by the Shias.

The ceremony begins on the first day of the first lunar month, according to Mahomedan calculation, and lasts for ten days (the tenth day being a day of public mourning among the Shiabs), and many curious practices are observed on these ten days. *Tazias*, or structures of bamboo, covered with paper and adorned with tinsel are prepared to represent the mausoleum over Hosein's grave at Kerbala. On the tenth day (being the anniversary of the martyrdom of Hosein) these are led through the public streets in grand procession and then plunged into a tank, while the Mussalmans chant the *marsiya* in honour of the deceased hero and beat

their breasts with the cries of "Hosein, Hosein." After this they retire to their respective homes, and give alms to the poor.

Among the Persians, who are mostly *Shias*, stages are erected in public places on the tenth day of Mohurram, and plays are acted representing the misfortunes of the sons of Ali.

The Car Festival.

In the whole history of Hindu religious institutions, no ceremony inspires so much enthusiasm, and none appeals so fervently to the devotional sentiment of the masses as the *Rathajatra* or the Car-Festival. It is by far the most important rite observed by the worshippers of Vishnu, the presiding god of the great Hindu Trinity.

It generally takes place in the month of *Asarh* on the second day after the new moon.

The scene at Puri on the occasion of the *Rathajatra* baffles all description. For weeks before the festival, pilgrims come here in their thousands everyday. The whole district is in a ferment. By the time the great car of Jagannath has risen to the orthodox height of 45 feet, the temple cooks make their calculations for feeding 100,000 mouths. The vast structure is supported on 16 wheels of 7 feet diameter, and is 35 feet square. Balaram and Subhadra have separate cars a few feet smaller. When the gods are at length brought out and placed upon their chariots, thousands fall on their knees and bow their foreheads in the dust. The vast multitude shouts with one voice, and surging backward and forward, drags the wheeled edifices down the broad street towards the country-house of Lord Jagannath. Music strikes up before and behind, drums beat, cymbals clash, the priests give sermons from the cars, or shout a sort of fescennine medley, enlivened with broad allusions which are often received with roars of laughter.

The country house referred to above is properly called *Gundi-chabari* or the garden-house and is situated at a distance of one mile from the temple. Tradition has it that this garden-house belongs to Gundicharani, who was a devoted votaress of the god. Hither the great God repairs on the occasion of the Car Festival, stays there for a week and returns to the temple on the *Uttarath* day.

Next in importance to the great festival at Puri is the one annually held at Mahesh within the jurisdiction of the Serampur Sub-division on the East Indian Railway. A huge concourse of pilgrims from Calcutta and its suburbs flock to the famous fair at Mahesh every year and add to the unique enthusiasm evoked on this occasion. Even wealthy and fashionable persons form themselves into merry-making parties and their superb *budgerows*, rowing up and down the Hooghly, present a charming spectacle.

No less important is the Car Festival at Dhamrai, which is a small village in the district of Dacca, where the annual *Rathajatra* of the god Madhava is attended by thousands of East Bengal pilgrims, mostly of the softer sex, whose religious zeal and enthusiasm excite admiration even from the worst of men in society.

Snake-charmers.

Snake-charmers are a class of professional men who have the peculiar power of catching and training snakes. From remote antiquity down to the present time snake-charming has been practised in Egypt and throughout the East. It forms the profession of persons who follow it for their own gain and for the amusement of others. Snake-charmers or *sapurias*, as they are called in this country, usually ascribe their power over serpents to some constitutional peculiarity, and represent themselves as perfectly immune from injury if bitten by them. The serpents which they carry with them and publicly exhibit, although of the most venomous kinds, are deprived of their poison-fangs. The snake-charmers of this country have a power beyond other men of knowing when a serpent is concealed anywhere; long practice having probably enabled them to distinguish the musky smell which serpents generally emit, even when it is too faint to attract the attention of others. They are sometimes employed to remove serpents from gardens and the vicinity of houses. In this, as in their exhibitions, they pretend to use spells. What power the tone of their voice may exert is of course uncertain; but they accompany their words with a whistling, and make use also of various musical instruments, the sound of which certainly has great power over serpents. When they issue from their holes, the snake-charmer fearlessly catches them, and at once takes the precaution to extract the poison-fangs.

In the exhibitions of snake-charmers, the creatures are often made to twine round the bodies of the performers. They also erect themselves partially from the ground, and in this posture they perform strange movements to the sound of the pipe which the snake-charmer plays. It appears also that he exerts a very remarkable influence over them by the movements of his eyes. The public exhibitions of the serpent-charmers of this country are well-known.

NARRATIVE COMPOSITION.

Narrative subjects include, (a) stories, (b) historical events, and (c) biographies.

Subjects of this kind require no special rules to serve as a guide in drawing up the framework of the essay. The only requisite thing is to divide the essay into three parts—*Introduction, Discussion and Conclusion*.

(1) The **Introduction** should contain particulars about time, place, and actions or events.

(2) The **Discussion** contains an account of the detailed events in the order of occurrence.

(3) The **Conclusion** sums up the principal points of the essay.

Caution—Many young writers make a beginning which needs something before it to render it intelligible ; or make their introduction disproportionate to the length of the whole, thus leaving no room for the middle or body of the Essay ; or give no proper conclusion, leaving off so abruptly as to show that they do not know whether they have done so or not—JOHNSON'S *English Composition*.

The following are the main points to be noticed in the narration of :—

(a) A Simple story.

(1) *Read the story from some book.*

(2) *Note down the important points and the order in which they come.*

(3) *Write a continuous narrative from notes.*

As AEsop's fables are the best specimens of simple stories, it will be well for the student to reproduce them in simple English, taking particular care to give the salient points of the story and touching upon the minor details very briefly.

A story has a **moral** attached to it at the end.

The following is the outline of a familiar fable of AEsop :—

The Lion and the Mouse.

1. A lion faint and weary—sleeping—a mouse ran over—awoke him.

2. The lion was going to kill it—mouse begged for mercy—mercy granted.

3. Not long after the lion is caught in a net—roars—mouse hears him—nibbles net—released him.

4. **MORAL.**—Generosity—rewarded.

The outline turned into a continuous narrative.

A lion faint and weary, was sleeping under a tree, when by chance a mouse, not knowing where he was going, ran over him and awakened him. Rising up in rage he caught him and was about to

kill him with his paw, when the mouse besought him to spare his life and not to stain his paws with so insignificant a prey. At this the lion smiled and generously let him go. It happened not long after this that the lion while ranging the woods was caught in a snare, and finding himself entangled without hope of escape, set up a roar. The mouse recognising his roar came to his help. He began to nibble the rope and soon set the lion free.

MORAL.—Generosity is always rewarded.

Questions.—Where was the lion asleep? How was the mouse caught under the lion's paw? What did the mouse do when the lion was going to kill it? What happened to the lion afterwards? How did the mouse repay his kindness? What does this story teach?

The Hare and the Tortoise.

1. A hare jeers at a tortoise for slow pace—tortoise proposes a race—hare accepts challenge—both agree to start at once.
2. The tortoise starts—hare confident of victory takes a nap on the way.
3. The hare oversleeps—the tortoise plods on and reaches the goal first.

MORAL.—Slow and steady—race.

Expansion of the Outline.

A hare jeered at a tortoise for the slowness of his pace. The tortoise laughed to hear his taunt and proposed that he would beat him in a race. The hare agreed to the proposal and both started at once from the place. The tortoise went on with a slow and steady pace, but the hare confident of his victory took a little nap on the way, and fell fast asleep. At last, when he awoke, he saw that the tortoise had reached the goal long before him.

MORAL.—Slow and steady wins the race.

(b) An historical event.

- (1) *Introduction*, setting forth the remote and immediate causes which led up to the event, also the time and place of its occurrence.
- (2) *The incidents in chronological order.*
- (3) *The results of the event.*
- (4) *Remarks on the consequences of the event.*

In the narration of an historical event, an outline like the above need not be strictly adhered to. The only requisite thing is to select and arrange the facts in chronological order, and to write the leading incidents in a limited space and time. It is a mistake to relate everything.

The Spanish Armada

EXPANSION OF THE OUTLINE.

(1) The year 1588 was marked by the Spanish invasion of England. Philip II. King of Spain, was the great champion of Catholicism, as Elizabeth, Queen of England, was of the Protestant religion. She had already given offence by assisting the revolted Protestants of the Netherlands then at war with him. Sir Francis Drake had plundered and captured many of his colonies in the West Indies, and had destroyed forty vessels in the harbour of Cadiz. Irritated at these hostile acts, Philip sent against England his famous Armada, to which Pope Sextus gave the appellation of *Invincible*.

(2) It consisted of 129 sail, and was placed under the command of the Duke of Medina Sidonia, and the Duke of Parma. The English fleet under Lord Howard of Effingham, assisted by Admiral Drake, Frobisher and Hawkins opposed its progress. It entered the English Channel in the form of a half-moon. "On shore Protestant and Catholic laid aside their religious differences and stood shoulder to shoulder to defend their country." Eight blazing fire-ships were sent into the midst of the Spanish fleet which compelled the Spaniards to slip their cable and flee northward.

(3) A severe storm arose, as the Armada tried to return to Spain, round the coast of Scotland and 11,000 Spaniards perished off the coast of Ireland.

(4) The defeat of the Armada humbled the power of Spain and emboldened the English soldiers and sailors to attack Spanish ships wherever they found them. It also led to the triumph of the cause of religious freedom in Europe.

In drawing up an outline of a biography, the chief points to be noticed are as follows :—

(c) A biography.

- (1) *Birth* (time and place) and *parentage*.
- (2) *Early life and education*.
- (3) *Career* (private and public).
- (4) *Death* (manner, time and place).
- (5) *Personal appearance—Estimate of character—influence on mankind*.

Ram Mohan Roy.

(a) Born at Radhangar, a village in Hughly District, of a respectable Brahmin family.

(b) Sent to the village *pathshala*—at nine sent to Patna to study

Arabic and Persian—went to Benares to study Sanskrit. At sixteen returned home—published a treatise on idol-worship—religious differences made him leave his paternal home—went to Thibet to study Buddhism. Recalled by his father—began to learn English in his 22nd year—learnt Hebrew, Latin, Greek and other languages.

(c) Served under Government first as a clerk in the Rangpur Collectorate and then as *derwan* or chief revenue officer in Burdwan. On the death of his father, inherited vast paternal property—threw up his appointment.

In 1814, came to Calcutta—translated the “Vedanta” into Bengali and Hindustani—helped Government in the abolition of *sati*—founded the Brahmo Samaj in 1830. In 1851 went to England—gave evidence in the House of Commons in connection with the future government of India.

(d) Health began to decline—died 27th October 1853 at Bristol.

(e) A man of the most enlightened mind, a true friend of India and a great benefactor of mankind, founder of the *Brahmo Samaj*, to which many of the educated natives of India belong. So very popular that in every kind of assemblage, religious, political, literary and social, he was regarded as a welcome guest.

DESCRIPTION AND NARRATION COMBINED.

There are many subjects that can hardly be brought under one head, such as the description of a journey, a game etc. In dealing with this sort of composition, the student is left to exercise his own judgment in making a suitable selection of materials.

An outline like the following may be followed in the description of—

(a) A journey.

- (1) *Date and object.*
- (2) *Mode of travelling.*
- (3) *Sights and scenes on the way.*
- (4) *Arrival at destination.*

Subject:—

(a) A journey by rail.

OUTLINE FILLED IN.

(1) At noon of the 10th May last—to be present at a marriage ceremony.

(2) Got into a tram-car—reached Sealdah Station in time to catch the two o'clock up train—the scene on the platform—passengers with bags and baggages—a great deal of noise and bustle in the booking-office—people of different castes and creeds in strange costumes—behaviour of the railway employees towards passengers of different classes. Got into an inter-class compartment—the last bell rang, a great relief—the train steamed off.

(3) Four persons in the compartment of whom two were friends—passed time in pleasant conversation—a variety of scenery—green rice-fields on both sides—droves of cattle—songs of birds on trees—fishermen catching fish—brief description of the intermediate stations at which the train halted.

(4) Reached destination after an hour—saw friends and relations waiting at the station—got down—took a carriage—drove home—everything gay and merry there.

(b) A journey by Boat.

(1) On a fine morning in March last—to take a trip up the Hugli to see a friend at—

(2) Hired a boat (*Bhowlia*) having one *manji* (helmsman) and three oarsmen—got in—the inner apartment on the deck very snug and comfortable.

(3) The tide and wind being favourable, the rowers plied oars vigorously—enjoyed the trip heartily in pleasant talk with two friends—many interesting sights—steamers and steam-launches going up and down the river—bathing ghats—devout Hindus bathing and worshipping gods—beautiful gardens and buildings of well-to-do persons adorning the banks of the river—special objects of greater interest—the Thakurbari at Dakhineshwar and the temples of Syam Sundar at Kharda met the eye—sailed up the river—the tide changed—progress slow.

(4) Arrived at destination at noon—paid off the fare—took a gharry—drove to the friend's house—partook of breakfast at late hour.

(c) A journey by Road.

(1) In the evening of the 15th June last—to see a friend—to be his guest for two or three days.

(2) On alighting from the train at G. station saw an ordinary bullock-cart well-furnished with mattress and pillows spread on it—two fiery bulls yoked to it—a native driver smoking his *chillum*.

(3) The road for the first two miles metalled and even—the rest rugged and uneven.

The eyes refreshed by beautiful prospects of green rice-fields on all side—date-palms, cocoanut-trees and mango trees—a few straggling

labourers' cottages—everything calm and quiet—a contented peasantry, surrounded by beauties of nature—ploughmen sowing seeds—a vast expanse of land to the horizon—halts at shady places for the animals to rest and for a smoke—no refreshment rooms on the way—time taken to reach C two hours and a half.

(4) Arrived at the host's house at 9 o'clock—mutual greetings and salutations—charming scenery—peacefulness of the landscape—no foul air—instead of brick-built houses, cottages and rice-fields free from din and bustle of the town.

(b) **A game.**

(1) *Time and place.*

(2) *Requisites and arrangements.*

(3) *Method of playing.*

(4) *Usefulness.*

Kapati.

OUTLINE FILLED IN.

(1) *Kapati*, an out-door game—is in vogue in all the villages of Bengal. As a rule it is played in the day time. A large level ground 20 to 30 cubits in length and 10 to 15 cubits in breadth is generally selected as the play-ground.

(2) The players whose number is not limited, divide themselves into two parties, who place themselves on two opposite sides of a line, called the *charai*, drawn in the middle of the play-ground.

(3) The play begins with a boy of one party going to the ground of the other party, muttering the word *kapati, kapati*; if while on the adversary's ground he succeeds in touching one of the opposite party and escaping to his own ground, the boy touched is said to *die*, i.e., he is considered disabled, and must not take any more part in the play. But if the player be caught on the enemies' ground, and there made to drop his breath he is pronounced *dead*. While in the grasp of the boys of the opposite party, the boy tries his best to reach the *charai* (muttering all the while the word *kapati*), and there drop his breath; if he can do so he is allowed to escape, and by the rules of the play he may go over to the ground of his party and play instead of taking rest. If all the members of one party can thus be touched and *disabled*, the play comes to an end, and the winning party is declared to have gained a *kot* and the parties change their places, to show that one party is victorious, and must take possession of the enemy's camp. A dead or disabled player of one party is made able, i.e., is allowed to take part in the play, when a player of the opposite party is touched and *disabled*. The play is very exciting, and great is the hurrah of one party when a *kot* is won, and the parties change sides, the victorious party shouting as loudly as it can.

(4) It is a very manly game in which young men and little boys take part. As a physical exercise it promotes health. It has one great advantage—it costs nothing to anybody by way of fees, subscriptions and donations.

REFLECTIVE COMPOSITION.

The subjects of this sort of composition are generally of an abstract or general nature, and their method of treatment is altogether different from that of the other two kinds.

In dealing with a subject of this nature, no particular outline need be followed, as each writer has his own method of treatment and opinion. But a general outline like the following, showing the separate heads in the treatment of an Abstract Subject, may be useful to a beginner in composition.

- (1) *Definition or explanation of the term.*
- (2) *Judgment or opinion.*
- (3) *Arrangements confirming the judgment.*
- (4) *An example from history, etc.*
- (5) *Conclusion.*

The following remark may not be out of place in explaining the different steps of the outline :—

(1) The **definition** is an explanation in simple terms of the nature or quality of the subject proposed for composition.

To define a word exactly it is necessary to examine its two states or natures ; its *general*, and its *particular* nature : As, wine is a *juice* (general), wine is the juice *of the grape* (particular), “wine is the *juice of the grape*.”

(2) After laying down the definition, the writer should give his **opinion** or **judgment** respecting the subject proposed for discussion.

(3) In **confirmation**, the student is required to state as many arguments as he thinks proper to prove the truth of the opinion he has already expressed.

(4) A suitable **example** from history or from any other subject illustrative of the truth of the opinion already expressed is generally necessary in an essay of this nature.

(5) In the **conclusion**, all the arguments used throughout the discussion should be briefly alluded to and brought to bear upon the truth of the judgment already expressed.—*Adapted from GRAHAM'S English Composition.*

EXAMPLES.

PUNCTUALITY.

Punctuality is a strict adherence to the exact time of an appointment. It originally meant—the act of observing nice points or punctiliousness ; it now refers to *time* only. The word is derived from 'L. *punctum*, a point) and means *nice to a point*. Many are the advantages that result from punctuality ; a punctual man would never miss any appointment he makes ; but he always keeps it, and is true to himself. Seeing this habit in a man, everybody trusts him, and he is called a man of his word. When a man makes an appointment with another and gives his word of honour to fulfil it, courtesy requires that the appointment should be kept at the exact time ; failure to keep the appointment proves that the man is not polite and puts no value on his own word, and such a man is not to be trusted.

The value of punctuality is not known to many men ; procrastination has a masterly influence over them. These men argue that a difference of two or four minutes does not matter much, but they never know that two or four minutes may be a question of life and death. It goes without saying that a man should be punctual in keeping his appointment, however trifling it may be. There are instances, too many to mention here, in which failure to keep an appointment in due time has led to serious results. Boys should be punctual in their attendance at school, which in time will create a habit of punctuality in them, and prove very advantageous to them in after-life.

Solomon "the Slow" was a gentleman's son who was never punctual. When he was a boy of twelve, his father gave a picnic party and the party was to start on a certain day at 7 o'clock in the morning, for a distant garden-house. Solomon knew this and on the appointed day, when the guests came and left for the garden-house, he did not get up from bed till all were gone and then he found he was *too* late. From a slow boy, he grew to be a slow man and in after-life, he was never in time in office.

The Railway Companies have fixed certain times for the starting of their trains, and those, who have not the habit of being punctual, generally fail to catch the trains by which they intend to go, to their great inconvenience and trouble.

The English proverb "time and tide waits for nobody", teaches us the value of time, and the necessity of punctuality. We should not put off till to-morrow what should be done to-day ; but do everything in time, lest we be too late.

MORAL COURAGE.

Moral courage is the courage which enables us to say and do *what we know to be right*. Moral courage is of the mind, while physical courage is of the body : but mind and body are so closely connected that it is sometimes impossible to separate the one from the other. It braces us to do our duty in spite of all difficulties ; to think, say and do what we know to be right.

To speak the truth under all circumstances, fearlessly to confess our fault when we have done wrong, not to be ashamed to appear that which we really are, but under all circumstances to do our best without regard to the favour of man and with regard only to duty and God, to bear with calm spirit, pain, disappointment and bereavement, *to fear God and nothing else is moral courage*.

It often needs great moral courage to introduce a new thing. When a Mr. Jonas Hanway first walked in the streets of London umbrella in hand, on a rainy day, he was hooted and even pelted with stones ; but moral perseverance always triumphs in the end, and the umbrella now is an article of everyday use.

True moral courage may be shown by bravely attacking what is evil in ourselves. It is based on prudence and must be supported by a resolute will.

A man's will can be so exercised as to shake off a disease. It is only by firmness in ourselves that we can encourage those about us.

Therefore we should try to be brave and firm, fearing God and fearless of man. In everything we do or say, we should always bear in mind, *Is what we are doing or saying right?* and if our conscience says it is, we must do or say that thing fearless of all opposition. We need not care what the world thinks of us so long as we know that our purpose is honest ; so long as we are true to our conscience. We must do what is right and be strong in the armour of God. With His help each one of us may do something to help and encourage his neighbour : may do something to make the road easier on life's difficult journey to Heaven.—*Adapted from* MACNAGHTEN.

Deafness.

"Deafness," says an eminent authority, "may be complete or partial, may affect both ears or only one, may date from birth, be permanent or only temporary, and is but too often one of the distressing symptoms of advancing age." Numerous causes are assigned for deafness, even a box on the ear may cause nervous deafness. True it is that artificial means have been adapted to mitigate the sufferings of deafness. With the help of an India-rubber tube a deafman can attend lectures and hear speeches ; but he is debarred from all enjoyments of private talk amongst friends like ordinary men. Whenever anything is to be communicate

him it must be done in a rather loud voice. He feels that he labours under a disability, for which there is no remedy. A deaf man is rather an object of pity. He will rush into dangers which an ordinary man with a good ear will avoid. He is disqualified from holding an appointment in any office, where a good ear is a necessary qualification. He may be a learned man, a hard worker, a conscientious man, an active man of business ; but these avail him least in the discharge of his office duties. He is indeed an unfortunate man.

SOME PRACTICAL HINTS ON WRITTEN COMPOSITION.

313. It will be well for the student to bear in mind the following **general rules** applicable to all kinds of written composition :—

I. As regards the **manuscript** :—

1. Write **legibly** and on **one side** of the paper only.
2. Leave a **blank margin** of at least **two inches** at the left side of each page.
3. Keep the words **distinct** from one another.
4. Leave **more** spaces between **sentences** than between **words**.
5. Leave sufficient **space**—about **half** an inch—between the lines.
6. **Indent each paragraph**. The first word of each paragraph should be **indented** at least **an inch** to the right.
7. Instead of **crowding** your writing at the bottom of a page, take a **new** page.
8. **Number the pages** of your manuscript.

II. As regards the **contents** of an essay :—

1. Think **over** the subject and ascertain its **exact meaning** before you begin to write.

Note.—Never begin an essay with ‘it’ referring to the subject of the essay.

2. **Note down** on paper the **ideas** as they come to your mind and **arrange** them in **logical order** so as to **make a rough outline** of the intended essay.

Note.—It is worth while to note that the construction of the outline is well-nigh indispensable in composition. The writing of

an essay closely resembles the building of a house. The writer, like the architect, (1) prepares a plan, (2) collects materials, (3) arranges them in methodical order and (4) finishes his composition according to his plan.

3. Be on your guard against **digressions**,—never allow your thoughts to wander away from the main points.

Note.—To do justice to the subject, the student must see that every thought is relevant to his composition.

4. Carefully attend to the principle of **proportion**, which consists in giving to each part of your essay an amount of space proportionate to its importance.

5. Arrange the **paragraphs** in the following order :—

(i) The first paragraph should contain the **Introduction**.—‘a brief general account of the subject’

(ii) The succeeding paragraphs form the **discussion** and contain a methodical development of the leading thoughts.

(iii) The last paragraph is the **conclusion**. It contains a summary of what has already been stated in the discussion.

6. Choose the right words and put them in the right places.

7. Avoid all unnecessary repetition either of sentiments or of expressions.

8. Avoid the use of technical words, unless you are dealing with a subject which requires technical knowledge.

9. Avoid altogether ‘fine writing,’ which consists in the use of big words and high-sounding phrases.

10. Do not use low or vulgar words, abbreviations or phrases ; e.g.

Words—nigger, topsy-turvy, pell-mell, &c.

Abbreviations—*don't* for *do not*, *bike* for *bicycle*, *pants* for *pantaloon*s, *gents* for *gentlemen*, *photos* for *photographs*, &c.

Phrases—*curry favour*, *dancing attendance*, &c.

11. Avoid the use of the pronouns *I* and *You* in an essay.

12. Revise your essay sentence by sentence, and see that your writing is properly punctuated.

Caution :—As a rule always begin new sentences with a capital letter.

13. Pay as much attention to the **matter** (the contents of an essay) as to the **manner** (grammatical accuracy and correctness of form.)

EXERCISE XX.

1. Read the following stories very carefully and then reproduce them in your own language as far as possible.

(i) Mercury and the Woodman.

A Woodman was felling a tree on the bank of a river when his axe slipped and fell into the water. Being thus deprived of his means of livelihood, he sat down on the bank and lamented his hard fate. Mercury hearing his cries appeared before him, dived and, bringing up a golden axe, asked the Woodman if that were the one he had lost. Upon the man's denying it, Mercury dived a second time, and brought up a silver one, asked if that was the one. On the Woodman saying it was not, the god dived a third time, and brought up the axe that had been lost. 'That is mine,' said the Woodman joyfully. Mercury was so pleased with his truth and honesty that he at once made him a present of the other two in addition to his own.

The Woodman, on his return to his house, related to his companions all that had happened. One of them determined to try whether he might not have the same good fortune to himself. He went to the bank of the river, let his axe slip on purpose into the river, and sat down on the bank to weep. Mercury appeared as before, dived once more and, bringing up a golden axe, asked if that was the axe he had lost. The Woodman answered 'Yes,' and was going to grasp the prize, when Mercury, to punish him for his lying and impudence, not only refused to give him the golden axe, but would not restore his own axe.

(ii) The Milan Door-keeper.

A poor man who kept the door of a lodging-house at Milan found a purse with two hundred crowns in it; and so far from thinking of keeping it himself, he immediately gave public notice of his having found it by means of the town-crier. The gentleman who had lost the purse came to the poor door-keeper, and on his giving proof that it belonged to him, it was restored. Grateful to the finder, he offered the poor man twenty crowns; but the door-keeper said he had only done his duty, and deserved no reward. The gentleman entreated him to take ten—then five—but found him determined on accepting nothing for merely doing what it was his

duty to do. This greatly distressed the owner of the purse, and throwing it on the ground he exclaimed : 'Nay, then it is not mine, and I will have nothing to do with it, since you refuse to accept anything'. The honest door-keeper was then prevailed on to take five crowns, which he immediately gave away to the poor.

(iii) The Moor and the Spaniard.

Many hundred years ago, when Spain was partly occupied by the Moors, or people of Morocco, a Spanish gentleman killed a young Moor in a hasty quarrel. He immediately fled ; and seeing a garden, he threw himself over the wall, without being perceived by his pursuers. Finding the owner, a Moor, in the garden, he asked to be concealed.

It was a custom of the Moors to protect anyone who had ever eaten with them. The owner of the garden to assure the Spaniard of his safety, gave him a peach to eat, and then locked him up in a summer house, telling him that as soon as it was dark, he would provide for his escape to a place of greater safety. The good Moor then went into his house, where he had just seated himself when a great crowd, with loud lamentations, came to his gate, bearing the body of his son, who had just been killed by a Spaniard. He soon discovered that the man who had taken his son's life was he whom he had just been assuring of protection. Nevertheless, he would not break his word. Saying nothing in the meantime to any one, he went in the evening to the garden-house, relieved the Spaniard, and mounted him on one of his swiftest horses. 'Christian,' said he 'the man you have killed is my son. You ought to suffer ; but you have eaten with me, and I must keep my word. Fly far while the night covers you, and you will be safe before morning. Though you are guilty of my son's blood, I thank God, I am innocent of yours and that my plighted faith is preserved.'

(iv) The Fox and the Goat.

A fox having fallen into a well, tried in vain to get out again when at length a goat came to the place, and, seeing the fox below, asked whether the water was good. The fox dissembling the real fact, replied that it was beyond measure excellent, and encouraged him to descend. Upon this the goat without a moment's thought leaped in. The fox taking advantage of the goat's horns got out, and immediately made off as fast as he could. The goat upbraided him with the breach of his bargain, when he turned round and said, 'If you had half as much as brains as you have beard, you would have looked before you leaped.'

(v) Magnanimity.

The Emperor Joseph II. walking one day on the street at Vienna, met a young woman who seemed in great distress. He

inquired the cause, and found that she was the daughter of an officer who had been killed in the imperial service, and that she and her mother had supported themselves by their industry, but were now unemployed. "Have you received no assistance from the Government?" said the Emperor. "None," was the reply. "But why not apply to the Emperor? he is easy of access." "They say he is avaricious, and such a step would then be useless." The monarch immediately gave the young woman some ducats and a ring, telling her that he was in the emperor's service, and would serve her, if, with her mother, she would come to the palace on a certain day. The appointment was kept, and the young woman recognised her benefactor in the person of the Emperor, who bade her not be alarmed as he had settled a pension on her and her mother, adding, 'at another time, I hope you will not despair of a heart that is just.'

(vi) Union is Strength.

A father had a family of sons who were perpetually quarrelling among themselves. When he failed to heal their disputes by his exhortations, he thought he might readily prevail by an example. So he called his sons and told them to bring him a bundle of sticks. Then having tied them in a faggot he placed it into the hands of each of them in succession and told them to break it in pieces. They all tried in vain. He next unloosed the faggot, and gave them the sticks to break one by one. He then addressed them in these words. 'My sons, if you remain united, no one will be able to harm you. But if you are divided among yourselves, you will be broken as easily as these sticks.'

(vii) Paying the Porter.

A rich nobleman who lived in a beautiful castle a long way from the sea-shore was going to give a great feast. There was plenty of every kind of food, but no fish could be procured as the sea had been very rough. On the morning of the feast, however, a poor fisherman appeared with a very large fish. The nobleman was very glad, and asked him to fix his own price for it. The fisherman answered, 'The price of the fish is one hundred lashes on my bare back.' The nobleman and his guests were very much surprised at the strange request. At length the nobleman said, 'Well, well, this fellow has a strange whim, but we must have the fish.' 'When the fisherman had received fifty lashes he called out, 'Hold, hold, I have a partner in this business, and he must have his share.' 'What?' exclaimed the nobleman, "are there two such fools in this world? Name him and he should be sent for at once." "The other madcap is your porter. He would not let me in till I promised to give him half of whatever I should get for the fish.' When the porter had received fifty lashes he was dismissed and the fisherman was well rewarded.

(viii) The Giant and the Dwarf.

Once upon a time, a Giant and a dwarf were friends, and kept together. They made a bargain that they would never forsake each other, but go to seek adventures. The first battle they fought was with two Saracens, and the Dwarf, who was very courageous, dealt one of the champions a most angry blow. It did the Saracen but very little injury, who, lifting up his sword, fairly struck off the poor Dwarf's arm. He was now in a woeful plight; but the Giant, coming to his assistance, in a short time left the two Saracens dead on the plain and the Dwarf cut off the dead man's head out of spite. They then travelled on to another adventure. This was against three bloody-minded Satyrs, who were carrying away a damsel in distress. The Dwarf was not quite so fierce now as before; but for all that struck the first blow, which was returned by another that knocked out one of his eyes; but the Giant was soon up with them, and had they not fled, would certainly have killed them every one. They were all very joyful for this victory; and the damsel who was relieved fell in love with the Giant and married him.

They now travelled far and farther than I can tell, till they met with a company of robbers. The Giant, for the first time, was foremost now; but the Dwarf was not far behind. The battle was stout and long. Wherever the Giant came, all fell down before him; but the Dwarf had like to have been killed more than once. At last the victory declared for the two adventurers; but the Dwarf lost his leg. The dwarf was now without an arm, a leg and an eye, while the Giant was without a single wound. Upon this he cried out to his little companion, "My little hero, this is glorious sport; let us get one victory more, and then we shall have honour for ever." "No," cried the Dwarf, who was by this time grown wiser,—"no I declare off; I'll fight no more; for I find in every battle that you get all the honour and rewards, but all the blows fall upon me."

(ix) The Fox and the Horse.

A farmer had a horse that had been an excellent faithful servant to him; but he was now grown too old to work; so the farmer would give him nothing more to eat and said, "I want you no longer, so take yourself off out of my stable; I shall not take you back again until you are stronger than a lion." Then he opened the door and turned him adrift.

The poor horse was very melancholy, and wandered up and down in the wood, seeking some little shelter from the cold wind and rain. Presently a fox met him: "What's the matter, my friend?" said he, "why do you hang down your head and look so lonely and woe-begone?" "Ah!" replied the horse, "justice and avarice never dwell in one house; my master has forgotten all that I have done for him so many years, and because I can no longer work he has

turned me adrift, and says unless I become stronger than a lion he will not take me back again ; what chance can I have of that ? He knows I have none, or he would not talk so."

However, the fox bade him be of good cheer, and said, "I will help you ; lie down there, stretch yourself out quite stiff, and pretend to be dead." The horse did as he was told, and the fox went straight to the lion who lived in a cave close by, and said to him, "A little way off lies a dead horse ; come with me and you may make an excellent meal of his carcass." The lion was greatly pleased, and set off immediately ; and when they came to the horse the fox said, "you will not be able to eat him comfortably here ; I'll tell you what—I will tie you fast to his tail and then you can draw him to your den, and eat him at your leisure."

This advice pleased the lion, so he laid himself down quick for the fox to make him fast to the horse. But the fox managed to tie his legs together and bound all so hard and fast that with all his strength he could not set himself free. When the work was done, the fox clapped the horse on the shoulder and said. "Jip ! •Dobbin ! Jip !" Then up he sprang and moved off dragging the lion behind him. The beast began to roar and bellow till all the birds of the wood flew away for fright ; but the horse let him sing on, and made his way quietly over the fields to his master's house.

"Here he is, master," said he, "I have got the better of him ; and when the farmer saw his old servant, his heart relented ; and he said, "Thou shalt stay in thy stable and be well taken care of." And so the poor old horse had plenty to eat and lived—till he died.

2. Turn the following outlines into continuous narratives :—

(i) The Fox and the Grapes.

A famished fox sees clusters of ripe grapes hanging up on high—jumps—springs in vain—turns away saying "grapes are sour."

(ii) The Fox and the Crow.

A crow with a piece of cheese flew into a high tree—a fox longing to get it flattered her for her beauty, but pitied her inability to sing—crow pleased with flattery—opened her mouth to sing—dropped the cheese—the fox seized it and walked away.

MORAL.—Never listen—flatterers.

(iii) The Dog and the Shadow

A dog with a piece of meat in his mouth crossing a bridge over a rivulet—his own reflexion made him think it was another dog with another piece of meat—resolved to snatch it—dropped his own piece—lost all.

MORAL—Grasp shadow—lose substance.

(iv) The Man and the Goose.

A man had a goose which laid a golden egg every day—not content—wanted to get all eggs at once—killed it—found nothing—was very sorry.

MORAL.—Punishment—covetous.

(v) The Farmer and the Snake.

One winter's day a farmer found a snake half-dead with cold—felt pity—took it home—placed it before fire—revived it. It began to attack his children—the farmer killed it.

MORAL.—Ingratitude—evil for good.

(vi) The Wolf and the Crane.

A wolf got a bone stuck in his throat—promised reward to every animal to be relieved of pain—a crane drew out the bone—asked for the promised reward—the wolf replied, "Be thankful that you have brought out your head safe."

(vii) The Frogs asking for the King.

The frogs asked Jupiter for a king—the god listened to their prayer—threw down a log—frogs terrified—saw it motionless—dismissed their fears—climbed upon it—got dissatisfied—prayed for another king—Jupiter sent them a stork who devoured them all.

MORAL.—Better bear ills—others come—know not.

(viii) The Shepherd Boy and the Wolf.

A shepherd-boy tended a flock near a village—made fun crying out "Wolf! Wolf!"—neighbours came—boy laughed at them for their pains—one day a wolf really came—boy shouted for help in vain—wolf destroyed the whole flock.

MORAL.—Liars—believed—tell the truth.

(ix) The Vain Jackdaw.

A vain Jackdaw stuck some peacocks' feathers among his own—left his old companions—joined the flock of peacocks—passed for a peacock—being detected was stripped of his false plumes—went to his former companions who drove him from their company.

MORAL.—Should not pretend—what—does not possess.

(x) The wind and the Sun.

A dispute arose between wind and sun which was the stronger—decided to try on a passing traveller which could soonest make him take off his cloak—the violence of the wind made him hold it the tighter—the sun made him take it off—victory declared for sun.

MORAL.—Persuasion—than force.

3. Write from memory the following familiar fables from Æsop :—

- (i) The Bear and the Travellers.
- (ii) The Crow and the Pitcher.
- (iii) The Dog in the Manger.
- (iv) The Tortoise and the Eagle.
- (v) Jupiter and the Camel,
- (vi) The Father and his Sons.
- (vii) The Dog and the Thief.
- (viii) The Boy and his Mother.
- (ix) The Sick Lion.
- (x) The Old Man and Death.

4. Write from memory the following popular stories :—

- (i) Orpheus and his lyre.
- (ii) The Golden Fleece.
- (iii) King Midas and his Daughter.
- (iv) Aladin and the Wonderful Lamp.
- (v) Perseus and the Wonderful Lamp.
- (vi) Alnaschar and his day-dreams.
- (vii) King Arthur and his Knights.
- (viii) Whittington and his cat.
- (ix) Crusoe and his boat.
- (x) Llewellyn and his dog.
- (xi) Robert Bruce and the spider.
- (xii) Canute and his courtiers.
- (xiii) The loss of the Birkenhead.
- (xiv) Grace Darling.

5. Write from memory a story about :—

- | | |
|---------------|-----------------|
| (i) A tiger. | (v) A sheep. |
| (ii) A horse. | (vi) A cat. |
| (iii) A dog. | (vii) A parrot. |
| (iv) A crow. | (viii) A raven. |

6. Tell a story about :—

- | | |
|-------------------------------|--------------------|
| (i) A pet lamb. | (vi) A brave deed. |
| (ii) A clever dog. | (vii) Obedience. |
| (iii) A faithful horse. | (viii) Self-help. |
| (iv) Cleverness of elephants. | (ix) Filial duty. |
| (v) Sagacity of a spider. | (x) Perseverance. |

7. Explain the meaning of the following proverbs, illustrating each by an anecdote or in any other way :—

- (i) 'Honesty is the best policy.'
- (ii) 'Look before you leap.'
- (iii) 'Make hay while the sun shines.'

- (iv) 'A rolling stone gathers no moss.'
- (v) 'No gain without pains.'
- (vi) 'Where there's a Will, there's a Way.'

N.B.—In dealing with this sort of composition the student is advised to make an outline like the following :—

- (1) *Meaning of the proverb,*
- (2) *Its importance.*
- (3) *Reason.*
- (4) *Illustrations.*
- (5) *Conclusion.*

"Make hay while the sun shines."

OUTLINE FILLED IN.

(i) Hay is grass cut down and dried in the sun ; if the grass is allowed to lie as it is cut down, it may be entirely spoiled by rain.

(ii) The proverb teaches us the danger of neglecting an opportunity.

(iii) Life is uncertain. We do not know what may happen by to-morrow. Hence it is our first duty not to miss an opportunity. We know that the golden opportunity is never offered twice.

We should always be on our guard against four things that never come back :—the spoken word, the sped arrow, the past life, and the neglected opportunity.

(iv) Numerous examples of missed opportunity afterwards regretted are to be found in every reading book.

(v) The art of seizing opportunities is a great secret of success. Disraeli says the same thing. "The secret of success in life is for a man *to be ready for his opportunity* when it comes."

Shakespeare in his admirable way expresses the same truth in the following lines :—

"Defer not till to-morrow to be wise,
To-morrow's sun to thee may never rise.
There is a tide in the affairs of men,
Which taken at the flood, leads on to fortune ;
But once omitted, all the rest of life
Is bound in shallows and in miseries."

Compare the parallel proverb :—

"Strike the iron while it is hot."

8. Write a description of some room that you have seen, mentioning the things in the room and the manner of their arrangement.

9. Write a descriptive essay on one of the following, making use of the information here given :—

(i) The Camel.

(i) A cud-chewing animal—body covered with brown hair, no horns, height from six to seven feet at the shoulder, neck long, thick lips, legs long and slender, each foot has two long, broad toes tipped with small hoofs with soft pads—the most wonderful parts are the hump consisting of a fatty substance and the stomach so constituted as to hold water for a long time.

(ii) A native of Arabia, also found in India, Central Asia and Africa. Two species, the Arabian with one hump; the Bactrian with two, larger and more robust; another breed called the Dromedary, 'the race-horse of its species.'

(iii) Scarcely found in a wild state; feeds on leaves of trees, shrubs and dry vegetables; very docile; when young, trained to labour; the Arabs generally ride on a saddle hollowed in the middle, specially fitted for journeying over sandy plains.

(iv) As a beast of burden very aptly called 'the ship of the desert.' The Arab feeds on its flesh, drinks its milk,—its dung used as fuel, its woolly hair woven into a variety of stuffs for clothing, also used in the manufacture of brushes; when dead, its thick hide is made into leather.

(ii) The Cow.

A ruminating or cud-chewing animal, body bulky, short legs, a long tail with a long tuft of hair at the end; six to seven feet in height; of various colours; hoof cloven, pointed horns; no tooth on the upper jaw.

(i) Found almost in every country over the world.

(ii) Scarcely to be found in wild state, likes to live in herds—if kindly treated may be easily tamed—docile, affectionate and patient; when tame, feeds on grass, straw, vegetables, grains, oil-cakes—brings forth one young at a time.

(iii) A very useful animal; gives milk, a nourishing food—preparation of cheese and butter: the hide gives us leather, horns made into combs, buttons, knife-handles: from its hoof glue is obtained; cow-dung used as a manure; made into cakes, when dried used as a fuel in every Hindu homestead. A sacred animal to the Hindus.

(iii) The Goat.

(i) An animal of the sheep kind—belongs to the family of ruminant animals—body covered with thick shaggy hair—a long beard, hollow horns, legs long and slender, hoofs, cloven and sharp at edges.

(ii) Found in every part of the world—several varieties—two best known, the Cashmere goat and the Angora.

(iii) When wild, likes to live in rocks and mountains—feeds on coarse grass, leaves and twigs of trees.

When tame, becomes very much attached and familiar—feeds on grass, hay, oats.

(iv) Often kept for the sake of its sweet and refreshing milk—flesh used as food—skin, the most valuable part, prepared for a variety of purposes, dyed known as *Morocco*. Cashmere shawls from the hair of the Cashmere goat, camlets from the soft, silky hair of the Angora goat—horns for buttons and knife-handles—glue from its hoofs.

(iv) The Crow.

(i) A well-known familiar bird belonging to the order of *corvine*, colour black as jet—voice harsh,—long legs—appearance very ugly.

(ii) Found nearly all over the world.

(iii) Lives in woods in pairs—frequents houses from sun-rise to sunset—bold, very cunning—drives away kites and other birds—very greedy—feeds on putrid flesh, a carrion feeder—builds nests of dried branches, sticks, rags, weeds on the topmost boughs of trees : the female lays five or six eggs at a time. Examples of clever tricks abound in the *Hitopadesa*,—generally flies in a straight course.

(iv) A great scavenger in large towns : Hindus regard it as a bird of ill-omen—the general belief with them, the favourite bird of the god of death—plucks out eyes of the dead on their passage to hell.

Explain the expression *as a crow flies*.

(v) The Date Palm.

(i) A species of palm, resembling very much the cocoanut tree and growing to a height of from 60 to 80 feet ; its stem marked with old leaf scars, terminates in a crown of graceful leaves ; fruit grows in large clusters at the top of the stem, underneath the leaves,—pulpy and sweet and contains a hard kernel.

(ii) Flourishes in North Africa, Arabia and in all parts of India.

(iii) Grows in burning sands : no watering necessary.

(iv) Dates, nice and wholesome to eat ; the leaves supply thatch, their foot-stalks are used as fuel ; also yield a fibre from which cordage is spun ; juice boiled into *goor* or molasses ; also toddy from it by fermentation.

(vi) The Mango.

(i) A well-known fruit of a large tree, with dense leaves about seven or eight inches long affording grateful shade to the weary traveller.

(ii) A native of India, grows in tropical and sub-tropical countries.

(iii) The seed sown during the rains ; by the process of *layering*

and *inarching* smaller trees made to bear fruits ; tree puts forth blossoms about the end of January ; the fruit begins to ripen in May ; varies in size, colour and taste : several varieties, of which the best known are the *Bombay*, the *Langra* and the *Fazli*.

(iv) Used as an article of food both when ripe and unripe. When raw, sour to the taste, made into *tarts*, *pickles*, *pudding*, &c. When ripe, eaten as a fruit very sweet, delicious and nutritious ; juice pressed and dried in the sun producing *amsatva*, generally taken with milk and boiled rice.

(vii) Tea.

(i) The dried leaves of the tea-plant, an evergreen shrub growing to a height of from three to five feet in China,—the indigenous Assam plant attaining a height of from fifteen to twenty feet, growing wild in jungles. The leaf of the China plant never exceeds four inches,—that of Assam tree is nine inches and upwards.

(ii) Grown in China, Japan, Assam and Ceylon.

(iii) Thrives best in friable soil of good depth, through which water percolates freely. The trees planted four or five feet asunder and not allowed to grow higher than is convenient for men, women and children to pick the leaves. Many varieties—two best known, green and black. Green tea entirely due to the rapid drying of the fresh leaves when exposed to the air ; dried slowly, leaves turn black.

(iv) An important food auxiliary now in daily use as popular beverage by probably one-half of the population of the world. When taken in moderation, beneficial to the body, but if taken in excess, pronounced by physicians to be positively injurious.

10. Compare any two of the following, mentioning some of the most striking points of resemblance and difference in their structure, habits and use :—

- | | |
|--------------------------|-----------------------------|
| (i) Cats and Dogs. | (iv) Lions and Tigers. |
| (ii) Goats and Sheep. | (v) Toads and Frogs. |
| (iii) Rabbits and Hares. | (vi) Butterflies and Moths. |

Hints—(1) Both are tame animals—have four legs—eat flesh—suckle their young—have whiskers—teeth with sharp points—paws with pads and curved claws,

A cat has a soft warm coat of fur, while a dog has hair. Dog's claws nearly straight and blunt, while cat's are curved and sharp—cat's head always roundish ; while dog's elongated at the nose.

(2) (a) A goat resembles a sheep in shape, size and in cloven feet.

(b) All goats have horns, only some sheep have them.

(c) A goat is a better climber, swifter, and more active than a sheep

(d) Sheep covered with wool, goat's covering of hair.

(e) Sheep are gregarious, goats seldom live in flocks.

(f) Both are remarkably sure-footed.

(3) In *size* the hare is larger

In *colour* browner—the fur longer.

Rabbits are gregarious, while hares live singly.

Rabbits make nice pets, while the hare is shyer and more difficult to domesticate.

(4) (a) Lions all over Africa and Asia, tigers chiefly in India and in the neighbouring islands.

(b) Both have round heads with short strong jaws, sharp teeth, and rough tongue.

(c) Of the two, the tiger is the stronger and more fierce.

(d) Both are alike in habits—the tiger roams about by day as well as by night, while the lion retires to its den in day-time and prowls forth in search of prey at night.

(e) Tiger, yellow striped with black—body larger than the lion's—no mane—tail like that of the cat not tufted.

(f) Man-eating tigers in India—hunted from *howdahs* on elephant's backs.

(5) Toads and frogs look very much alike, but toads are larger.

Toad crawls while frog walks, it is more nocturnal in habit. Toads are repulsive, frogs not popularly so obnoxious.

(6) Both have four legs and look very much alike. Butterflies generally fly only in day time, while moths fly at night. When a butterfly is at rest, keeps its wings erect, but in the case of a moth the wings are folded.

11. Write about *one* of the following articles noticing the different steps taken in the process of its cultivation or manufacture :—

Sugar.
Tea.

Cotton.
Silk.

Wheat.
Rice

Butter.
Paper.

Hints—Sugar is obtained from the juice of the sugar-cane, a plant belonging to the order of grasses, thriving best in hot countries such as India, China, Brazil, West India Islands, Mauritius, etc. It grows to a height of from ten to twelve feet, the stem of the mature plant being two inches thick.

When the canes are full-grown, they are cut down and taken to the mill, there they are pressed between iron rollers. The juice thus pressed is boiled in large earthen pans with lime to remove the scum. It is then poured into copper pans and heated till the liquid becomes thick. When it cools, crystals are formed. The

syrup or juice that is not turned into crystals forms a coarse kind of sugar, or treacle.

Raw sugar is then refined by being dissolved in lime and alum. It is afterwards strained through cotton bags and passed through animal charcoal powder. It is boiled again till it is thickened and poured into moulds. In a few days it becomes what is commonly known as loaf-sugar.

By fermentation sugar is converted into alcohol. Of all vegetable principles, it is considered as the most wholesome and nutritious.

In France and Germany sugar is made from beet-root, and in Canada from the sap of the maple-tree.

12. Relate incidents illustrative of the qualities of *courage* and *self-denial*.

13. Write an essay on *the Choice of Books* following the outline here given :—

1. Books as storehouses of knowledge. 2. Books as helpers in study. 3. Impossibility of reading all books. 4. Classes of books, good and bad books. 5. The necessity of a judicious choice. 6. Study of books suited to one's liking. 7. Advantages of reading good books.

14. Write an essay on *the Choice of Companions*, making use of the following outline :—

1. Meaning of the phrase. 2. Man is always known by the company he keeps. 3. Influence of bad company over good. 4. Necessary caution. 5. Advantages of good company.

15. Write a descriptive essay on each of the following subjects :—

1. Swimming. 2. Fishing. 3. A game with marbles. 4. A market place. 5. A wet day. 6. A bicycle ride. 7. Any fruit tree. 8. An earthquake.

16. Write a short essay on any *one* of the following subjects :—

- | | |
|--------------------------|-----------------------------|
| (i) A Trip by Rail. | (vi) A Visit to the Museum. |
| (ii) A Cricket Match. | (vii) A Visit to the Zoo. |
| (iii) A Foot-ball Match. | (viii) A Famine in Bengal. |
| (iv) A Holiday Tour. | (ix) An Indian Jungle. |
| (v) A Visit to a Fair. | (x) A Thunderstorm. |

17. Describe the chief attractions of each of the following places as a place of visit :—

1. Calcutta. 2. Benares. 3. Puri. 4. Agra. 5. Delhi. 6. Lucknow. 7. Jubbulpur. 8. Darjeeling.

18. Write biographical essays from the following outlines :—

Vidyasagar.

Born at Birsingha, a village in Midnapore District, in 1820—little is known of the origin or rank of his parents—sent, at the age of five, to the village *patshala*.

Studied at the Sanskrit College in 1841.

First appointment as Head Pandit of the Fort William College—Professor of the Sanskrit College in 1850. In 1851 made Principal of the Sanskrit College; afterwards an Inspector of Schools in the Burdwan District—resigned his post in 1858.

Published a pamphlet on widow-remarriage in 1854—literary compositions—several important books in Bengali and Sanskrit still text-books in all schools and colleges in Bengal. Founded a College, the present Metropolitan College.

Died in 1891 at his residence in Badur Bagan.

A great friend of the poor—a great reformer—a great educationist—the father of modern Bengali literature—life an example to all the future generations of Bengal.

Statue erected by his friends and admirers in College Square opposite the Senate House in Calcutta,—the best monument the appreciation of his merit by the public (native and European).

David Hare.

A native of Scotland—born in 1775—little is known by the origin or rank of his parents—came to Calcutta as a watch-maker in 1800—devoted his life to the education and moral improvement of the natives of Bengal.

Backed by Sir Edward Hyde, then Chief Justice of the Supreme Court, established the Hindu College in 1817—laboured hard for the good of the institution—it became very popular—several schools sprang up—very rightly called “the Father of English Education” in this country.

Innumerable anecdotes of his benevolence :—

Assisted the boys in distress—attended sick-beds—was regarded as a parent.

Was appointed a Commissioner in the Court of Requests—gave liberally to poor debtors.

Lived in the simplest style—was kind to all, even the menials.

Died of cholera at Calcutta on 1st June 1842, aged 67.

Thousands of natives from Raja to cooly, from the most liberal-minded to the most orthodox Hindu, followed his hearse on

foot, and lamented his death as that of their best and most disinterested friend.

The present Hare School, a Government institution, is a memorial school—Hare's statue now placed in the spacious compound of the Presidency College.

19. Write biographical essays on :—

1. Buddha. 2. Asoka. 3. Akbar. 4. Sivaji. 5. Clive.
6. Nelson. 7. Shakespeare. 8. Kalidas. 9. Goldsmith.
10. Joan of Arc.

20. Write an account of *one* of the following :—

- (i) The Mahabharat.
- (ii) The Bahmini Kingdom.
- (iii) The reign of Akbar.
- (iv) The Blackhole Tragedy.
- (v) The Siege of Arcot.
- (vi) The Battle of Plassey.
- (vii) The Permanent Settlement.
- (viii) The Non-intervention Policy.
- (ix) The Reforms of Lord Bentinck.
- (x) The Indian Mutiny.
- (xi) The Feudal System.
- (xii) The Third Crusade.
- (xiii) The Battle of Bannockburn.
- (xiv) The Magna Carta.
- (xv) The Black Death.
- (xvi) The Wars of the Roses.
- (xvii) The English Reformation.
- (xviii) The American War of Independence.
- (xix) The Abyssinian Expedition.
- (xx) The Boer War.

21. Sketch the biography of any one of the following :—

- (i) An Indian Poet.
- (ii) An Indian Novelist.
- (iii) An Indian Patriot.
- (iv) An Indian Educationist.
- (v) An Indian Philanthropist.
- (vi) An Indian Orator.
- (vii) An Indian Statesman.
- (viii) An Indian Scientist.
- (ix) An Indian Judge.
- (x) An Indian Religious Reformer.

22. Sketch the biography of any Indian lady who has become distinguished in history.

23. Describe one of the following :—

- (i) Bengal, Behar or Orissa.
- (ii) Calcutta, Madras or Bombay.
- (iii) The Indus, the Thames, or the Nile.
- (iv) The Himalayas, the Alps or the Andes.

24. Write themes on the following subjects, using the outlines here given :—

(i) Travelling.

The object of travelling—The pleasure of visiting foreign countries—The chief means of acquiring thorough knowledge—Modes of Travelling in modern time—General advantages of travelling—General reflections.

(ii) Habits.

A general definition of the word—good and bad habits—The difficulty of overcoming bad habits—The necessity of forming good habits—The facility of acquiring bad habits—The difficulty of giving up bad habits in daily affairs of life—The foundation of all good or evil through life—General conclusion.

Explain *Habit is second nature*.

(iii) Charity.

Definition of the word—Consideration for the failings of others—Motives for the exercise of this virtue—The necessity of cultivating a benevolent disposition—The several charitable institutions in a country—Effects of charity on the giver and the recipient—Concluding remarks.

SUBJECTS FOR ESSAYS.

(i) Calcutta University.

25. Write an essay on :—

1. Every station of life has duties which are proper to it.
—(1859).
2. (i) The Calcutta International Exhibition.
(ii) The manner in which you spent the last long vacation—(1886).
3. Any out-door game that you have seen or taken part in.
—(1886).
4. (i) Last cold-weather holidays.
(ii) The cow.
(iii) The river.
(iv) Punctuality.
(v) Truthfulness.—(1887).

5. (i) The Jubilee celebration in your town or district.
 (ii) Bodily exercise.
 (iii) Friendship.
 (iv) Snakes.
 (v) The Rainy Season.—(1898).
6. (i) The hot season of 1888.
 (ii) The best time for holding the University Examinations in India.
 (iii) Learning to swim.
 (iv) "Be it ever so humble there's no place like home."
 (v) The Electric Telegraph.—(1889).
7. (i) Snake charmers.
 (ii) The advantages of passing the Matriculation Examination.
 (iii) Self-denial—1890).
8. (i) Manliness.
 (ii) Deafness.
 (iii) The use and abuse of speech.—(1895).

(ii) Madras University.

1. A description of any town with which you are acquainted giving its situation, its natural features, its principal buildings, the chief occupation of its inhabitants, and any historical event that may have happened in its neighbourhood.—(1885).
2. A short account of any historical person.—(1886).
3. Any wild animal.—(1887).
4. The Jubilee celebration of the Queen-Empress in any part of India where you happened to be present.—(1888).
5. "The benefits arising from gymnastics"—(1889).
6. "Rivers and their Uses."—(1890).
7. "A bazar in an Indian town or village."—(1891).
8. "The uses of rain."—(1892).
9. "An Indian village at sunrise"—(1893).
10. "School life : its pleasures and its trials."—(1900).

(iii) Bombay University.

1. A description (from 10 to 14 lines long) of one of your friends.—(1871).
2. A description of any place with which you are familiar.—(1872).
3. (a) A fable, to illustrate the proverb "one fool makes many."

- (b) Social life of Europeans contrasted with that of Hindus.
(c) On Translation.—(1873).
4. A description of your last journey.—(1874.)
5. (a) The Bombay Tramway.
(b) Dewali rejoicings in a city or town.
(c) The Town Hall on an examination day.—(1875)
6. (a) The Famine.
(b) A description of Marriage Festivities.
(c) A Trip to Elephanta or any other place you may have recently visited.—(1876.)
7. Any profession or occupation you would prefer to follow, and your reasons for preferring it.—(1877.)
8. "We should never speak ill of the dead."—(1878.)
9. The manner in which you spent the last year.—(1879.)
10. "Why should we behave towards others as we would wish them to behave towards us?"—(1880.)
11. A description of any game or other amusements.—(1881.)
12. Advantages of the modern system of transmitting letters by post.—(1882.)
13. (a) Any journey you have made by rail, road or sea.
(b) Any pleasant walk you may remember to have taken.—(1883.)
14. The best way of spending a School Vacation.—(1884.)
15. (a) Akbar.
(b) Queen Elizabeth.
(c) Lord Clive.—(1885).
16. (a) "It is better to know one subject thoroughly than half a dozen imperfectly."
(b) An Indian Bazar.—(1886.)
17. The advantages of a cheerful disposition.—(1887.)
18. "Prosperity gains friends, and adversity tries them."—(1888.)
19. (a) "Every man is the architect of his own fortune."
(b) "Some of the advantages to be derived from the study of English."—(1889.)
20. (a) Politeness.
(b) "Where there is a will, there is a way."—(1890.)
21. "The advantages to the Hindu student of a knowledge of English."—(1891.)
22. The occupation in which you take most pleasure.—(1892.)
23. The benefit that a man derives from having to work for his living.—(1893.)

24. Contrast the blessing of peace with the horrors of war—
(1894)
25. "Hot and cold weathers in India."—(1895.)
26. "Naughty Boys at Home and at School."—(1896.)
27. The scene at a Railway station.—(1897.)
28. "My favourite animals."—(1898)
29. A visit to a fair.—(1899)
30. The school life of an Indian boy.—(1900)
31. "My favourite amusement."—(1901.)
32. "What I wish to do in life."—(1902.)
33. The manner in which you spent your last holiday.—(1903.)

(iv) Bombay University Final Examination.

1. "Honesty is the best policy."—(1889.)
2. (a) Hope.
(b) The world knows nothing of its great men.—(1890.)
3. Thrift.—(1891.)
4. (a) The duty of children towards their parents.
(b) Your favourite game.—(1892.)
5. (a) The sea.
(b) The manufacture of any article you know.—(1893.)
6. (a) Physical education.
(b) Newspaper reading.—(1894.)
7. The course of life you intend to follow on passing this examination.—(1895)
8. (a) What can Europe teach us?
(b) Any favourite game—(1896.)
9. (a) The best means of learning to speak a foreign language.
(b) Contentment in life—(1897.)
10. Preparing for an examination.—(1898.)
11. Any wedding party you may have been at.—(1898.)
12. (a) Cramming for examinations.
(b) "If all the year were playing holidays.
To sport would be as tedious as to work."—(1900.)
13. The influence of home on character.—(1901.)
14. (a) The Power of Habit.
(b) The description of any journey you have made.—(1902)
15. (a) Manliness.
(b) Use and abuse of speech.
(c) Manual labour.—(1903.)

(v) Allahabad University.

26. Write an essay on :—

The Seasons of the Indian year.—(1896).

(vi) Punjab University.

27. Write an essay on any *one* of the following subjects :—

(a) Akbar's religious views.

(b) The Indian Mutiny.

(c) The Ganges at Hardwar.

(d) The Human Hand.

(e) Tea.

(f) Cruelty to animals—(1901).

28. Write an essay on :—

(a) The Dewali festival. (b) The rainy season in India. (c) The evils of war. (d) Agriculture. (e) Travelling. (f) Life of any great man. (g) Industry.

CHAPTER XXIII.

LETTER-WRITING.

320. Letter-writing is an important branch of composition as almost every man has to devote some time to the writing of letters in the daily concerns of his life. As the principles of construction of both an essay and a letter are the same, the only thing required of a student is to follow the established forms in the method of letter-writing in English.

321. Kinds of letters—

(i) **Private letters** are those that relate to personal matters concerning only the writer and the person addressed.

(ii) **Business letters** are letters written to or by men of business. In all such letters the chief requisites are clearness, neatness and brevity.

(iii) **Official letters** are letters written to or by persons in their official capacity. They are generally formal in character.

322. In the writing of letters it would be well for the student to bear in mind the following directions :—

“The paper should be clean and otherwise suitable ; the handwriting should be legible, and it will greatly conduce to this to keep the words distinct from one another ; the spelling and the punctuation should be correct and all grammatical blunders and slang phrases must be avoided. The composition should be graceful and appropriate to the matter in hand, and the expressions used should always be courteous”—McMordie’s *Letter-Writer*.

323. Parts of a letter.—A letter may be said to have five parts—

1. The **Heading**, which consists of two parts (1) the **place**, *i.e.*, the writer’s address and (2) the **date**. In all ordinary letters, the **place** is written at the top right-hand corner of the first page. Under it should be written the **date** (consisting of the day, month and year) on which the letter is written in the second or the third line, as shown below—

46 Simla Street,
Calcutta,
Feb. 18, 1909,

46 Simla Street,
Calcutta,
18th February, 1909.

46 Simla Street,
Calcutta,
18-2-09.

2. The **Salutation** forms the opening words of respect or affection, and varies according to the degree of intimacy between the writer and the person addressed.

The usual **forms** of Salutation are—

(i) **To relatives**—

(a) A parent writing to a son or daughter would begin his letter with—

My dear son,
My dear Daughter,
My dear James,
My dear Naru,
My dear Rani,

(b) A son or daughter writing to a parent would write—

My dear Father
My dear Mother

(ii) To friends—

- (a) In writing to a very intimate friend the formal mode of address is—

My dear James,
My dear Upendra,

- (b) In writing to a less familiar friend the usual form is—

My dear Mr. James,
My dear Upendra Babu,

- (c) Another formal mode of addresses is to drop *My* before *Dear*, as—

Dear Mr. James,
Dear Upendra Babu,

(iii) To Strangers and others—

- (a) The form of salutation to persons with whom we are not familiar is—

In the case of a man	In the case of a woman
----------------------	------------------------

<i>Sir,</i>	<i>Madam,</i>
<i>Dear Sir,</i>	<i>Dear Madam,</i>

- (b) In writing to a business firm the forms are—

Dear Sirs,
Gentlemen.

Caution.—Never write *Dear Gentlemen*.

3. The **Body** of the letter—This is the most important part of the letter. It begins on the line below the salutation. It may consist of a single paragraph or a series of paragraphs, according to the nature of the subject. In writing to relatives or friends, write a simple colloquial style, as if you were talking to them; but to superiors or to strangers, the language should be respectful. Grammatical rules should be strictly observed. Unlike the essays, in letter-writing the first and second personal pronouns may be freely used, though in some cases it is allowable to substitute other forms for them: Thus, for 'I know,' &c., it would be better to write, 'It has come to my knowledge,' &c.

The following forms of command and request are in ordinary use in letter-writing :—

Forms of Command :—

- (1) *Please send.*
- (2) *Kindly send.*
- (3) *Be good enough to send.*
- (4) *Have the goodness to send.*
- (5) *Oblige me by sending.*
- (6) *Be so good as to send.*
- (7) *I shall be obliged by your sending.*
- (8) *I shall be glad if you will send me etc.*
- (9) *I should be glad if you would send etc.*

Forms of Request :—

- (1) *Will (or Would) you kindly send.*
- (2) *Will (or Would) you be kind enough to send.*
- (3) *Will (or Would) you have the kindness to send.*
- (4) *I should be much obliged if you would send.*
- (5) *I shall be much obliged if you will kindly send.*
- (6) *I should esteem it a great favour if you would send.*
- (7) *May I take the liberty of asking you to send.*
- (8) *You would greatly oblige me by sending.*

4. The **Subscription** should contain the closing words of respect or affection and the signature of the writer. Like the salutation, it varies according to the degree of intimacy between the writer and the person addressed.

FORMS OF SUBSCRIPTION.

(i) The most common forms of closing familiar letters are :—

<i>Your affectionate father,</i>	<i>Yours sincerely,</i>
<i>Your affectionate son,</i>	<i>Your sincere friend,</i>
<i>Your loving son,</i>	<i>Yours very sincerely,</i>
<i>Yours affectionately,</i>	<i>Ever yours sincerely,</i>
<i>Yours most affectionately,</i>	<i>Yours ever.</i>

(ii) The forms of closing business letters are :—

Yours faithfully,

Yours respectfully,

Yours truly,

Yours very truly.

(iii) In letters to superiors asking for a favour, the form is :—

I am,

SIR,

Yours most obediently,

(iv) In all official letters the full form of subscription is :—

I have the honour to be,

SIR,

Your most obedient servant,

In familiar letters the following forms are generally used :—

I am

or

I remain,

Believe me

or

Believe me to be,

Sometimes a line like the following is used before the subscription ; as,

With kind regard,

With much love,

I remain,

I remain,

Yours sincerely.

Your affectionate son,

5. The **Superscription**—The name and address are written about the middle of the envelopes as shewn below—

Stamp
<p>BABU PRIYANATH GHOSH, C.E.,</p> <p>58/1 SUKEA'S STREET,</p> <p>CALCUTTA.</p>

COMMON ERRORS IN LETTER-WRITING.

1. Never write *Your's* for *Yours*.
2. Never write *Yours obedient servant* for *Your obedient servant*.
3. Either write *Yours affectionately* or *Your affectionate son* (&c.)
4. Never write *and oblige* at the end of a letter unless you see that *and* connects 'oblige' with a verb in the imperative or infinitive mood preceding it. Thus, 'please send me the goods and oblige' is correct, because *and* connects 'oblige' with the preceding infinitive 'send'.

Again *oblige* is a transitive verb and requires a personal objective after it. It is therefore correct to write,

'Please grant me leave and oblige,'

Yours obediently,

SANKAR LAL.

5. The complimentary close should correspond with the salutation.

If the writer uses *Dear Sir*, he should end the letter not with *Sir*, but with *Dear Sir*.

Punctuation — (i) The different items in the Headings should be separated by commas, and a period placed at the close.

(ii) A comma should be placed at the end of the salutation.

(iii) When the words *father, mother, brother, sister, cousin, friend*, &c., are used in the salutation, they should be written with capital letters ; but when these are used in the subscription or conclusion, they should begin with small letters.

(iv) The first word of the subscription should begin with a capital letter.

(v) The closing words should be separated from the signature of the writer by a comma.

(vi) A period should be placed after the signature of the writer. — HYDE'S *Lessons in English*.

SAMPLES OF LETTERS.

(i) Private Letters—

25, CORNWALLIS STREET, CALCUTTA.

July 13th, 1909.

MY DEAR YOGIN,

I have just received your letter of the 10th, from which I learn that you are very much in want of Rs. 25. You ask a loan of that amount to pay off your petty debts before you start for Puri for a change of air. To help you as much as possible, I enclose a cheque for Rs. 20/-, the only amount which stands at credit in my Account Book with the Bank of Bengal. With regret that I cannot help you with the full amount you are in need of.

I remain,

Babu YOGINDRA NATH DEB,

Your sincere friend,

DACCA.

PARES NATH DUTTA.

25, SIMLA ST., CALCUTTA,*Aug. 6th, 1907.*

Babu KUS CHANDRA CHATTERJI, B.A.

Headmaster,

Kumar Radha Prasad Institution.

Sir,

As I have been suffering from fever since Saturday last, I am quite unable to attend school for some days to come. I beg therefore that you would be so kind as to grant me leave for four days for the present.

Your obedient pupil,

NARENDRA NATH PAL,

First Class.

(ii) **Business.**15, PATUATULI, DACCA,
14th July, 1909.

To

MESSRS. THACKER, SPINK & CO.,
CALCUTTA.

Sirs, (or Gentlemen),

I shall be much obliged if you will send me the books named in the accompanying list, for which I remit Rs. 25 by money-order to cover the price of the books as well as the postage.

Yours faithfully,
DINABANDHU DE.

45, PATERNOSTER ROW,
London, E. C.

April 29th, 1909.

MESSRS. B. BANERJEE & CO.,
25, Cornwallis Street,
Calcutta.

DEAR SIRs,

We duly received your favour of March 25th, and are much obliged for the order contained therein. It is with pleasure we now advise despatch of the books together with such enclosed as have reached.

Enclosed please find original invoice together with statement on account.

The bill, with shipping documents attached, goes by same mail through the Bank, and they have received instructions to surrender the same upon due acceptance. We rely upon your kind attention to this matter, and with best thanks for your continued favours.

We remain,
Dear Sir,
Yours faithfully,
W. & R. Chambers, Ld.

(iii) **Official letters.**

FROM

THE HEAD-MASTER H. E. SCHOOL.
BARANAGORE.

TO
THE INSPECTOR OF SCHOOLS,
PRESIDENCY DIVISION.

Dated Baranagore, the 15th June, 1910.

SIR,

I have the honour to acknowledge the receipt of your letter No. 109, dated the 3rd instant, enquiring about the probable dates of holding the annual examinations of the different classes of our school, and to state in reply that the matter has been referred to the Secretary of the School Committee and that the information asked for will be communicated to you as soon as I hear from him.

I have the honour to be,

Sir,

Your most obedient servant,

MATI LAL SEN,

Headmaster,

EXERCISE XXI.

1. Write a letter to a friend giving a short description of your school, the total number of pupils on the rolls, the number of teachers and any other thing about the school you like best.
2. Suppose that you are away from home attending school. Write a letter to your father requesting him to remit a sum of money to pay your school fee and to purchase a few books.
3. Write a letter to the Manager, "Bengalee," requesting him to send you the paper to your new address, mentioning the date from which the paper is to be supplied.
4. Write a letter to the Teacher of your class asking him to explain a difficult passage in one of your text-books.
5. Write a letter to the Head master of your school asking him a half-holiday.
6. Write a letter to one of your friends asking for the loan of a book.
7. Write a letter to some business firm ordering goods of some kind.
8. Write to a publisher of books, asking him to send you a catalogue of his publications.

9. Rewrite the following application correcting all the mistakes in grammar, idiom, and punctuation—

HONoured SIR,

I understand that the post of a clerk is vacant in your office I beg to apply myself as a candidate for the same.

As regard qualification I have appeared in the Entrance Examinations in 1905, but I was failed in the English. Since then I served under a mercantile firm but as my handwriting was bad so I was turned out of the office.

I enclose copies of my testimonials for your reading,

Yours obediently,
SYAM LAL BASAK.

CALCUTTA UNIVERSITY QUESTIONS.

1. Write a short letter, with date and direction, to a friend in another school, asking for information regarding the books used in the Matriculation class in his school.—(1886.)
2. Write a short letter to your father or guardian asking him to give you a small sum of money, and telling him to what use you intend to put it.—(1887.)
3. Write a short letter to a friend on the subject of a visit you propose to pay him.—(1888.)
4. Write a short letter about ten lines in length, to your father or guardian, telling him how you have answered this morning's paper on your English text-book.—(1889.)
5. Write a letter of eight lines say, to a stranger to whom it is suggested you should offer hospitality.—(1890.)
6. Write a letter of at least ten lines to a friend, asking him to return to you the four English books that you have lent him.
7. Write a letter (of from eight to ten lines, with seven words, say in each line) to a friend, describing :—(1) your habits in study or (2) how you proceed in committing any thing to memory.—(1892.)
8. Write a letter of at least ten lines to your father or guardian asking his permission to learn drawing; give your reasons for wishing to learn it.—(1893.)

9. Write a letter of about a dozen lines inviting a friend to spend the next vacation with you : state how you propose to pass the time.—(1894.)

10. Write a letter of 40 to 80 words, giving an account of the manner in which *the* is used by some, as distinguished from the way in which all ought to use it.—(1895.)

11. Write a letter of about 100 words to a friend in the country, offering to spend a week with him.—(1896.)

12. Write a letter of from 60 to 100 words on *houses*, or *clothes*, or *books*—(1897.)

13. Write a letter of from 100 to 120 words on *Envelopes* or *post-cards*, or *Postage Stamps*.—(1898.)

14. Write a letter of about 100 words congratulating a friend on his obtaining a good appointment, or giving an account of any festivity you have recently taken part in.—(1899.)

15. Write a letter of about 100 words to an acquaintance on *one* of the following subjects :—

(a) The profession you propose to adopt and the reason for your choice.

(b) What you intend doing during the next vacation.—(1900.)

16. Write a letter of about 100 words to a friend, telling him what you have heard or read of the present famine in India.—(1901.)

17. Write a letter of about 220 words to a friend telling him what sort of a paper you wrote in the morning.—(1902.)

18. Write a letter of about 200 words to an acquaintance, describing a marriage-ceremony.—(1903.)

19. Write a letter of about 150 words to an acquaintance, describing what you intend to do during the ensuing summer vacation.—(1904.)

20. Write a letter of about 250 words to a friend who is at present travelling in Europe asking for information about things and places he has lately seen.—(1905.)

21. Write a short letter to your guardian asking for leave to spend the ensuing summer vacation with a friend in some hill station.—(1906.)

22. Address a letter of about 150 words to your teacher, bidding him good-bye, and informing him of your future aims and prospects.—(1907.)

23. Write a letter of about 200 words describing a visit to an interesting place.—(1908.)

24. Write a letter of about 200 words describing *either* your favourite amusements, or a country resort, or some recent event of importance.—(1909.)

TEST QUESTIONS

ON

GRAMMAR AND COMPOSITION.

(*Chiefly selected from the Matriculation Papers of the Indian Universities.*)

1. Write in your own words the substance of any story you have read

2. Point out the subject, predicate, and object, with their extensions, in the following :—

‘At once his trusty sword the warlike chieftain drew.’

3. Give the construction of the words italicised :—

(i) ‘*What* you say is true ?’

(ii) ‘We need *hardly* state that this sacrifice was in due time rewarded.’

(iii) ‘Difficulties which many would scarcely have had nerve *enough* to look in the face.’

4. How many parts of speech may each of the following words be ? Form sentences illustrating each case :—

desert, spring, watch, subject, bay, sound.

5. Distinguish between the following and give illustrative sentences :—

confer *on* and *with* ; agree *to* and *with* ; call *on* and *for* ; attend *to* and *upon* ; confide *in* and *to*.

6. Compose sentences illustrating the use of :—

old, elder ; later, latter ; little, a little ; few, a few.

7. Explain the meaning of the following phrases :—

(i) A dead language.

(ii) The dead of night.

(iii) A dead loss.

(iv) A dead letter.

(v) He bids fair to do it.

(vi) He has quite lost his head.

(vii) You must take heart and try again.

(viii) We are at one on the subject.

8. Write as an exercise in composition a letter from A to B giving an account of a journey made by himself and C, partly by rail and partly by bullock-cart, and bringing in the following particulars ;—Almost missed train—left a box behind—carriages crowded—hot, dusty, uncomfortable journey—halted at D, where spent a night—bad accommodation—difficulty in getting bullocks—bad road, &c.

N.B.—Vary your construction as much as possible, avoiding too many short sentences and let your language be simple.

9. Re-write the following sentences, using for the italicised word in each, the one given immediately after it ;—

- (i) He confessed his fault and was *forgiven*—(*overlooked*.)
- (ii) He was a great *help* to me—(*service*.)
- (iii) I do not *trust* him—(*confidence*.)
- (iv) He *laughed at* me—(*ridiculed*)
- (v) My watch was *stolen*—(*robbed*.)
- (vi) *Condense* your arguments as much as possible—(*concise*.)

10. Punctuate :—

Androcles who had no arms of any kind now gave himself up for lost what shall I do said he I have no spear nor sword no not so much as a stick to defend myself with.

11. Re-write the following passage, substituting other words or phrases for those in italics and underline those you use :—

On *entering* the shop, the proprietor welcomes a foreigner with *sundry* salutations, sometimes *advancing* to shake hands, and *endeavouring* to make *the most* of his *scanty knowledge* of English. He will *exhibit* his commodities with *astonishing* patience, and *evinced* *nothing* of disappointment, if after *gratifying* his curiosity, the visitor *depart* without purchasing anything.

12. Distinguish between ;—

- (i) I found the road *easy*.
and
I found the road *easily*.
- (ii) *Little* business was done at the meeting
and
A little business was done at the meeting.
- (iii) I like the master better than *him*
and
I like the master better than *he*.

13. From the following hints write an account, not exceeding a page and a half, of the destruction by fire of an Indian village :—

A village—a small hut—fire—screams—no water—hot-weather—wind—flames spread—all houses destroyed—helpless women and children—homeless—collector comes—relief—money—materials purchased—village rebuilt.

14. (a) For the italicised words in the following substitute simple English verbs, with an adverb or preposition :—

- (i) He *postponed* the payment of the bill for a week.
- (ii) The boy must be *dismissed* from the school.
- (iii) The young prodigal son *squandered* his fortune, at which his father was greatly *annoyed*.

(b) Distinguish between :—

- (i) *He forgot to do the exercise*

and

He forgot how to do the exercise.

- (ii) *This is a picture of my brother*

and

This is a picture of my brother's.

(c) Use a clause for the *phrase* italicised in each of the following so as to bring out the exact force of '*for*' :—

- (i) He knows a great deal *for a lad of ten*.
- (ii) *For all his possessions* he was discontented.
- (iii) He has been educated *for the bar*.
- (iv) Oh ! *for a lodge* in some vast wilderness.

15. (a) Express in four different ways the meaning of the following sentence, using the proper form of one of the following expression—*be incumbent, devolve, bind, oblige*.

"It is my duty to study hard."

(b) Similarly give the meaning of "*I agree to this*" by using the following—*acquiesce, assent, concur, subscribe*.

16. Supply the words wanting in each of the following sentences :—

- (a) Be careful not to—expense which you cannot—
- (b) Do not—a course which is certain to—you to danger.
- (c) It is the duty of Government to—such measures as will—
—the happiness of the people.
- (d) The prisoner was—with theft, but was—after a long trial.

17. Write out the following, having corrected the errors in grammar, idiom, &c. :—

(1) Sir—I beg to inform your honour, that, since four weeks, I have been unable to attend the school, on account of these my following troubles. As I had an urgent business for this very reason I was gone to home. When I reached in my village, I found that my house was totally fallen by cause of rain. My mother was severely caught by fever from four days, and was too ill. She was even at the end of dying. My brother was accused in a case of idleness about his duties ; he received his *jawab* and we are helpless. I am informed that for this my absence you have forbidden that I should not receive the whole of my scholarship. As I am faultless in my absence, I hope you will be good enough and excuse me from my deducting the money.

Your Obt. servant.

RAM NATH.

(2) Nobody since two thousand years found the true reason why water does rise in pump. The common vulgar people told that pump has power of suction. The philosophers declared that it seems to us Nature abhors vacuum. The Galileo's pupil did not see how can this be. Above thirty-two feet, Nature does not make no objection to vacuum. It was not until after much study that he did not recover the true reason.

18. Distinguish between the uses of *in*, *into* and *within*.

“Then thus aloud : Ye dauntless Dardans, hear !
And you whom distant nations send to war ;
Be mindful of the strength your fathers bore ;
Be still yourselves, and Hector asks no more.
One hour demands me in the Trojan wall,
To bid altars flame, and victims fall ;
Nor shall, I trust, the nation's holy train,
And revered elders, seek the God in vain.”

19. Turn the above speech of Hector's into oblique narration.

20. Distinguish between the participle in *ing* and the gerund.

21. Illustrate by sentences the difference in meaning between.—

say, tell, speak, call ; too, much, very ; deny, refuse ; dwell, inhabit.

22. (a) Distinguish between :—

artist, and *artisan*; *exposition* and *exposure*; *practical* and *practicable*; *noxious* and *obnoxious*.

(b) Show the change in meaning that the following verbs undergo by the addition to them of the words named :—

Ride by the addition of *at*, *out*.

Look by the addition of *at*, *for*, *on*, *up*, *to*.

Fly by the addition of *at*, *away*, *upon*.

Break by the addition of *out*, *in*, *down*, *through*, *loose*.

Illustrate by sentences.

23. State whether the following sentence is in the direct or indirect form, then turn it into the other form :—

“Had I served my God,” exclaimed Wolsey on his death-bed, “as faithfully as I have done the King, He would not have forsaken me in my old age.”

24. Form sentences to illustrate the correct use of the phrases :—

at once, *for all*, *once and again*, *once in a way*, *by and by*, *by-the-bye*, *by dint of*, *by this time*.

25. Parse fully the italicised words :—

(a) *There* was no one *there* but *you*.

(b) The book is worth *quite* twenty *rupees*.

(c) His spirits failed *him* in the emergency.

(d) How *high* is the wall? Not more than ten *feet*.

(e) *Were* it for this, I shall go *to see* him, as I want *to go* very much.

26. Give the meaning of each of the following idiomatic expressions when used metaphorically :—

To nip in the bud, to be taken aback, to beat about the bush, to turn the scale, to take time by the forelock, to put a good face on a misfortune, to pocket an affront, to run to seed.

27. (a) Supply prepositions in the following blanks :—

A tortoise dissatisfied—his lowly life, when he beheld so many—the birds his neighbours, disporting themselves—the clouds, and thinking that if he could but once get—the air, he could soar—the best of them, called one day—the eagle, and offered him all the treasures—the ocean, if he would only teach him—fly.

(b) What prepositions should be used after *alienate*, *annex*, *capacity*, *domineer*, *grapple*? Illustrate by short sentences.

28. Explain the following constructions :—

- (i) *Many a man* proves a curse to society.
- (ii) *The more* we study, *the more* we improve.
- (iii) *Shame being lost*, all virtue is lost.
- (iv) He was refused the *privilege*.

29. Explain the following :—

- (i) To jump out of the frying pan into the fire.
- (ii) He that trusts in a lie, shall perish in truth.
- (iii) To be penny wise and pound foolish.
- (iv) He that looks not before, finds himself behind.
- (v) If you give him an inch, he will take an ell.
- (vi) To shut the stable door, when the stud has been stolen.

30. Without rewriting the whole, point out and correct the errors in the following passage :—

While you was away day before yesterday I called at my friend's. The door was locked, but when he heard that it was only me he told his wife to open it. I found him laying on his bed, for he had got bad headache. In spite of all my remonstrances, and which I expressed in my strong terms, he refused to send a physician, saying that unless one had plenty money, one could not afford to a doctor.

31. (a) Turn the following passage into the oblique narration :—

It is not my intention at present to recount to your Lordships at length all the miserable subterfuges to which those poor creatures were then driven. I merely mention them to show what have been the consequences of precisely such a measure as this which you are now asked to support, and to point out that, if this bill becomes law, it will virtually force a lie into the mouths of those who might otherwise have remained honest in spite of their poverty.

(b) Turn the following passage into the direct narration :—

I told him I should not go out of his house until he had done justice to myself and my sister. To which he replied that as to that I might please myself, that I was welcome to remain in that house as long as I pleased, and he hoped I should be comfortable while I honoured it with my presence; but that as for himself he unfortunately had an important engagement elsewhere just then, and would therefore be unable longer to enjoy my agreeable society.

32. Write a letter describing your last journey.

33. Correct the faulty idiom in the following sentences :—

- (a) How many hours you require for this paper ?
- (b) My brother is student in Deccan College.
- (c) Do you know when will the examiner come ?
- (d) This is a long paper ; have you completed ?
- (e) He saw that the camel is excited.

34. Parse fully the italicized words in the following sentences :—

- (a) And all the *air* a solemn *stillness* holds.
- (b) *Thou* great First Cause, least understood,
Who all my sense *confined*.
- (c) *I had rather* be a dog and bay the moon,
Than such a Roman.
- (d) Where thou art gone,
Adieus and *farewells* are a sound unknown.
- (e) This pen is not fit to write *with*.

35. (a) Take the simple sentence "man studies," and show how the subject and the predicate may be enlarged by addition of phrases and subordinate sentences.

(b) Give the meaning of the following idiomatic expressions and form sentences to illustrate them :—

To take a thing ill. A dead shot. To make good. From hand to mouth. In the long run. Steal a march. To pick a quarrel. A drawn battle. To raise a siege. To bring home a charge.

36. Re-write the dialogue, correcting all the mistakes :—

1. A.—I am to go to Poona next month.

B.—Is it ?

A.—Yes ! the country presents a beautiful scenery now after it had rained.

B.—Had you heard the news ?

A.—No ! what it is ?

B.—A boat was in harbour with five men and a dog. The five men were drowned except the dog.

A.—I am very sad after hearing this.

B.—Yes ! these men were our fellow brothers.

A.—The approach of monsoon had been anxiously watched this season.

B.—Yes, but the rain has been falling since the last twenty days.

37. (a) Give Saxon equivalents for the following words of Latin origin :—

Puerile, animation, unavailing, moral, malady, disregard, solitude, precipitous, liberty.

(b) Show by a series of short sentences, or in any other convenient way, how the words in (a) and (b) differ from one another in meaning :—

(a) Genius, reason, capacity, prudence.

(b) Pride, arrogance, vanity, conceit.

38. Parse the words in italics, and explain the construction where necessary :—

(a) Man wants but little *here below*.

(b) *This done*, I proceeded to business.

(c) And she lay *a-dying*.

(d) I have not men *enough*.

(e) How was *it that* you came to be here by yourself.

(f) Scarce a skull's cast up.

But well he knew *its* owner.

(g) The courtier stood *to rise*.

(h) He is a fool *to throw away* such a chance.

39. Express the following idiomatically as simple sentences :—

(a) If you will think a little on the matter, you will find out where you are wrong.

(b) When you have some leisure, tell me what people are saying in the town.

(c) The last time you and I met was in May, and this is December ; eight months have passed since that time.

(d) When a man lays out his plans for the future, he cannot tell how they will turn out.

40. Put the following together, as tersely as you can in a narrative style :—

Compound sentence. { A husbandman sowed some corn in his fields. He had only recently done so. Cranes came to eat the corn. The husbandman fixed a net in his field to catch these cranes.

Compound sentence. { The husbandman examined these nets. He did so to see what cranes he had taken. He found a stork among the number.

Direct narration. { The stork begged to be let go. He said he was no crane. He said he had eaten none of the husbandman's corn. He begged the husbandman to observe that he was a poor, innocent stork, the most pious and dutiful of birds. He said he honoured and succoured his father and mother.
And that he—
The husbandman cut him short.

Direct narration. { The husbandman ventured to say that the words of the stork might be true enough ; all he knew was this that he had caught the stork. The stork was with those, who were destroying his crops. The cranes would suffer. The stork must suffer too. The stork had been taken in the company of the cranes. The stork must suffer with that company.

41. (a) Form sentences to illustrate the different uses and meanings of the words *since*, *too* and *still*.

(b) Put into indirect narration :—

(a) You said to me "Why are you come?"

(b) You will say to me "Are you coming?"

(c) You said to me "Come early; we shall be waiting for you."

(c) Frame sentences to exemplify the meaning of the following expressions :—

(1) Cognate accusative. (2) Indirect object. (3) Gerundial infinitive. (4) Nominative Absolute.

42. Re-write the following supplying the ellipses :—

The Dauphin then required—number—grave priests—bishops to give—their opinion whether—girl derived her power from good spirits, or from—spirits, which—held prodigiously long debates about, in—course—which several learned men fell fast asleep and snored loudly. At last when one gruff old gentleman had said "—Joan,—language do your voices speak?" and when Joan replied to the gruff old gentleman, "pleasanter language—yours" they agreed that it—all correct, and—Joan of Arc was inspired from Heaven.

43. Analyse :—

In the days of old, when the frogs were all at liberty in the lakes and had grown quite weary of following every one his own devices, there arose, the fable says, much discontent amongst them ; and having assembled one day together, it was resolved to petition Jupiter to let them have a king of their own to keep them in order and make them lead honester lives.

44. (a) Change the following into the indirect form :—

He replied, "The first year I commenced the study of philosophy I knew all things ; the second year I knew something but the third year nothing. Every year I discover more ignorance in myself ; and each day as it passes shows me more of the weakness and shortness of my understanding."

(b) Change the following into the direct form :—

But they told him, the best thing he could do was to retire, and thank fortune for fighting for him at Plataea : for that nothing but the regard they had for that great action restrained the Greeks from wreaking their just vengeance upon him.

45. (a) Frame sentences to illustrate the use of :—

(1) "*What*" as (a) a compound relative, (b) an interrogative (c) an interjection, and (d) an adverb ; (2) "*that*" as (a) a relative, (b) a demonstrative, (c) a conjunction ; (3) "*some*" as (a) an indefinite pronoun, and (b) an adverb.

(b) Distinguish between the forces of the relatives "*who*" and "*that*" in the following :—

The man *who* excuses himself accuses himself; the man *that* excuses himself, accuses himself.

46. State clearly the sense of the following idiomatic expressions :—

- (a) He was as good as his word.
- (b) Put it in black and white.
- (c) Their name is "Legion."
- (d) It goes against the grain.
- (e) He threw cold water on the proposal.
- (f) He wished to retire from the world.

47. Write an essay on any *one* of following subjects :—

- (a) The Electric Telegraph.
- (b) Novel-Reading.
- (c) The Kangaroo.
- (d) Prevention is better than cure.

48. Turn the following passages from the indirect into the direct form :—

Julius was struck by these remarks of the stranger. Not only was his resolution to commit suicide shaken, but it now seemed quite incredible that the stress of misfortune should have driven him

to the verge of such folly. But what was he to do now, and how was he to extricate himself from the embarrassing situation that had made him thus desperate ?

49. Give a detailed analysis of the following sentences and parse the words in italics :—

(a) "Will you kindly read this ?" said Julius significantly, handing *him* the Greek manuscript which he had himself pondered *over* some *days before* with such wonderful results.

(b) The question is how to make arrows *fly* along the straight line.

50. Write a letter to a friend of yours, giving an account of some place of pilgrimage known to you.

51. (a) Combine the following sentences into *one simple* sentence :—

"There were 300 persons on board. Only one escaped. All the rest went down with the ship. One of the men drowned was Fitzstephen. He was captain of the ship. The man who escaped was a butcher of Rouen."

(b) Give a *detailed analysis* of the following sentence and parse the words in italics :—

"This *same* native shrewdness *of* his served likewise to bring *home* to his mind the futility of rising up against the Emperor and the *necessity*, for his own peace and happiness, of submitting to the established order of things."

52. (a) Turn the following assertive sentences into the corresponding interrogative ones :—

(a) Comment or opinion he offered none.

(b) We had better not stir yet.

(c) Pomphilius, she told him, was one of the best members of the class.

(d) One might just as well assert that abstinence from food would materially contribute to the happiness of men.

(b) Turn the following from the direct into the indirect form of speech :—

"In what does this human nature of yours consist, pray ? It is in torturing slaves with work beyond their strength, or in the butchering of one's brothers or reducing them to slavery ; or is it in transforming woman from what she was and is, into an object of amusement."

53. State and exemplify the various uses of :—

one, before, or.

54. Punctuate, inserting capital letters where necessary :—

(a) There is among the records of newton the following sentence in the spirit of shakespeare. I seem to have been only a boy playing on the sea-shore and diverting myself in finding a smother pebble or prettier shell than ordinary whilst the great ocean of truth lay all undiscovered before me.

(b) mr. robinson replied carey you do good in your way and I in mine each of us according to our lights but let me say this I would rather be the instrument in god's hands of converting a sweeper than of stealing one of your richest people spoken like a man and a christian too replied the other now then brother carey let us know all about yourself tell me how long you have been a minister.

55. (a) Complete the following sentences, by inserting prepositions or phrases in the places left blank :—

(a) I will stand—you—this—matter.

(b) Your conduct is bad, indeed it is—contempt ; and your honesty is not—suspicion.

(c) There is no large island—India—the island of Ceylon.

(d) The British army—Havelock marched—Lucknow.

(b) What prepositions should be used after *concur*, *confer*, *entail*, *grapple*, *instil* ? Add illustrative sentences.

56. Write home to your sister, giving an account of some danger, real or imaginary, that threatened you in the progress of your journey abroad and of the means by which it was averted.

57. Point out the grammatical mistakes in the following sentences and amend them :—

(i) You have weakened instead of strengthened your case.

(ii) A concert was held in aid of the funds then raising for famine relief.

(iii) I knew that I would be unable to visit you, but I expected to have seen you at our house.

(iv) I do not like these kind of men who promise but never perform.

(v) Half a million human beings was crowded into the labyrinth.

(vi) They were all younger than her.

58. Write an Essay on *one* of the following subjects :—

(a) Habit. (b) Proverbs. (c) Castles in the air.

59. Write out, with the verbs all active-transitive (1) a *simple*, (2) a *complex*, (3) a *compound* sentence, and turn each of these sentences into the *passive voice* throughout, with only the necessary changes.

60. Construct sentences to illustrate the correct use of :—
No sooner than ; at once ; after all ; until (conjunction) ; *by and by*.

61. (i) Complete the following sentences by inserting one word in each of the blank spaces :—

(a) He took me—task for not acting—the information he gave me.

(b) Only such students are to be admitted—the school—have passed the test examination.

(c) As I have no use—the book, what is the use—my buying it?

(d) Previously—being released, he was accused—having conspired—the king.

(e) To replace indulgence—harshness, is only to substitute one evil—another.

(ii) Insert the proper word in each of the blanks :—

(a) New books are so—that I must—to procure second—ones.

(b) John, as well as James—to be rewarded for—diligence.

(c) This boy and his brother—reason to feel ashamed of—cowardly behaviour.

(d) He alone has faithfully—his promise, the others have treacherously—theirs.

(e) A man was angling—the river—day, and—a small fish. As he was taking it—the hook and going to put it—his basket the fish opened—mouth and began to implore his—begging that he would throw it—the river—“And why—I have pity—you, and throw you—the river—?” asked the man. “Why,”—the fish, “because at present I am young and little and not so well—your while—I shall be, if you take me sometime—, when I am—larger.”

62. (a) Form three short sentences exemplifying the use of *but* as (1) an adverb, (2) a preposition and (3) a subordinating conjunction or relative pronoun.

(b) Form short sentences illustrating clearly the meaning of these phrases :—*make both ends meet ; of great promise ; sour grapes*.

(c) Indicate as concisely as possible the meanings of the italicised words in the following :—a *dull* boy, a *dull* day, *dull* trade ; Arabic *character*, a wicked *character*, flattering *character* ; *fair* progress, *fair* weather, a *fair* judgment.

63. Re-write the following in the form of simple sentences and as concisely as possible :—

(1) He rose from his chair in a rage, and chased the person who had opposed him from the room.

(2) When the session came to end, the teacher gave all the boys who had won prizes an invitation to a feast.

(3) People are afraid to make calls at his house, because he behaves so rudely to those who visit him.

64. Write a letter of about 100 words to a friend, telling him what you have heard or read of the present famine in India.

65. (a) Construct *nine* short sentences in which the following are used *once* each as participles, *once* each as adjectives and *once* each as verbal nouns ; *telling*, *cutting*, *shooting*.

(b) Construct *six* short sentences in which the following are used *once* each as verbs and *once* each as nouns :—*twine*, *stuff*, *dust*.

(c) Construct *six* short sentences exemplifying the use of the following as verbs :—*cash*, *shame*, *light*, *brook*, *pen*, *skin*.

66. Analyse the following sentence into its component clauses ; name these and indicate their relation to one another :—

His father's courtiers, who endeavoured to outvie each other in professing doctrines of unlimited obedience, have impressed the young man with an early belief that his father's cause, as that of an injured and banished monarch, was that of Heaven itself, and that Heaven would not fail to befriend him, if he boldly asserted those rights with which Providence had invested him.

67. Correct the following :—

(a) He wrote his cousin brother to effect that my two family members are too much indisposed, consequently I will not be able to keep the invitation you had sent and join your elder's marriage ceremony on the 13th ultimo at yours.

(b) When I reached at the place where the accident has taken a place I found my friend has laid there since an hour, unable to rise himself because of the too painful wound of his ankle.

(c) He fell into a difficulty, because, instead of to be benefited by my disinterested counsel he was induced by his unprincipled associates so as to follow their advice.

68. (a) Re-write the following sentence, enlarging both the subject and the object by the insertion of adjectival clauses :—

The murder horrified the Judge.

(b) Insert an appropriate preposition in each of the following blanks :—

He landed—Portsmouth ; he is amenable—reason ; is there any authority—this statement ? This is a change —the better ; he is frugal —his habits ; heedless—consequence, he was hopeful—recovery ; he fell a victim—cholera ; his thirst—money could never be satisfied.

69. Explain the difference in meaning, if any, due to the presence or absence of *the* in the following :—

- (a) *The poor* are meritorious.
Poor men should be kindly treated by the rich.
- (b) He had *few* friends.
The few friends he had gathered round him.
- (c) *Man* is mortal.
The man who can do this has no humanity in him.
- (d) *The love* of God passeth all understanding.
Love hath he found in the cottage of the poor.

70. Turn the following into indirect narration :—

“I am sure that unless you come here before to-morrow evening, you will not find the man you are in search of, for, on the day after he means to return to Calcutta where he has not been since the last April, and where his presence is required in connection with the affair mentioned to you yesterday.”

71. Give one example of each of the following figures of speech :—

- (a) Metaphor. (c) Metonymy. (e) Apostrophe.
- (b) Comparison. (d) Personification. (f) Irony.

72. Find Saxon equivalents for the following words of Latin origin :—

Adoration, increase, decrease, vigilant, vocation, prohibit, relinquish, frugality, terrestrial, omnipotent.

73. Parse the words in italics in the following :—

- (a) He studied *hard*.
- (b) He played me *false*.
- (c) He is far from *intending* you harm.
- (d) I was asked some *questions* by the examiners.
- (e) He often goes *fishing*.
- (f) He will come *three days* hence.
- (g) *Some* twenty men arrived.
- (h) *By this*, the storm grew loud *apace*.

74. Write short sentences illustrating the differences in meaning of :—

Jealous and *zealous*, *complimentary* and *complementary*, *elusive* and *illusive*, and *stationery* and *stationary*.

75. Analyse :—

(a) In every situation through which he had passed, it appears that, whether the balance of his fortune inclined to depression or turned to advancement, he was indebted to the force of merit alone for safety or preferment.

(b) The messenger met the Duke at Bayonne, where the Duke answered for his master in terms which corresponded to his warmest hopes.

76. Re-write the following in the direct form :—

He said that under the existing circumstances he would never be a party to a proposal such as that before the meeting ; he felt certain that it was a step in the wrong direction. He was of opinion that no one who had any knowledge of the needs of the city would support such a measure. There were, he said many municipal reforms claiming the immediate attention of public men ; why were not these brought forward ? Why, he asked, was time taken up with such a scheme as that contained in the motion ? In conclusion he said that unless the proposal was rejected by a great majority, their association would be made ridiculous in the eyes of the public.

77. (a) Combine into one complex sentence, making 'drove up' the principal verb :—

I was leaning on the gate. I was doing this at sunset. A carriage drove up. The carriage contained a gentleman. The gentleman was middle-aged.

(b) Write short complex sentences, with an adverbial clause of concession in each and with the following phrases in the *principal* clauses :—

I should know. I shall have known. I should not have known.

78. (a) Give a single word for each of the following :—

- (i) Incapable of being conquered.
- (ii) Incapable of being sold.
- (iii) Incapable of being explained.
- (iv) Incapable of being believed.

(b) Write the following sentences, making the required changes :—

- (i) I wish I were able to do this.
Use the verb '*like*' instead of '*wish*.'
- (ii) It is better to live in the country than to live in the town.
Use '*preferable*' instead of '*better*.'

79. Give in your own words the meanings of the following sentences :—

- (i) The boys learn their lesson by rote.
- (ii) In their undertaking they asked for a fair field and no favour.
- (iii) Ill fares the land to hastening ills a prey.
Where wealth accumulates and men decay.
- (iv) Lives of great men all remind us
We can make our lives sublime.

80. Re-cast the following sentences as directed :—

- (i) I will give you a rupee on your learning your lesson.
(As a compound sentence.)
- (ii) Owing to his idleness I cannot promote him.
In two ways—(a) by introducing the adverb "*too*" and
(b) by introducing the words "*so—that*."
- (iii) Ram stopped to speak to Govinda and then walked on.
(Using the noun "*walk*.")
- (iv) He seemed more intelligent than any of his companions.
(Using positive degree of *intelligent*.)
- (v) They ran to meet their friend as soon as they saw him
approaching.
(Using the comparative of "*soon*.")

81. (a) Distinguish between :—

- (i) *The first two*, and *the two first*.
- (ii) *Do that and I shall be angry*, and *do that or I shall be angry*.

(b) Contract (1) into a simple sentence ; and expand (2) into a complex sentence with two subordinate clauses :—

- (1) He was the first that discovered that water is a compound of two gases.

- (2) The execution of the work is impossible without the expenditure of a large sum of money.

82. Write the following in indirect form of speech as if reported by Mirza in the first person :—

“Cast thy eyes eastward,” said the genius to Mirza, “and tell me what thou seest.” “I see,” said Mirza, “a huge valley and a prodigious tide of water flowing through it.” “The valley that thou seest,” said the genius, “is the vale of misery, and that tide of water that thou seest is part of the great tide of eternity.” “What is the reason,” said Mirza, “that the tide I see rises out of a thick mist at one end, and loses itself in a thick mist at the other.”

83. Parse fully the words in italics :—

By torch and trumpet *fast arrayed*.
Each horseman drew his *battle* blade.
And *furious* every charger *neighed*,
To join the dreadful revelry.

84. Point out the figures of speech in :—

(a) In the contests between the Crescent and the Cross, Richard and Saladin were the chief figures.

(b) The tide of civilisation, which ebbed so far, began to flow with a steady and accelerated course.

(c) Beware of the day when the Lowlands shall meet thee in battle array.

(d) Some mute inglorious Milton here may rest.

(e) The gates of mercy were closed to the condemned man when his appeal was dismissed.

85. Write out the following sentences correctly :—

(a) I said him to go home and he replied me that he will not.

(b) The teacher asked the boys that why so many of them came without their books.

(c) If there had been any fault in his conduct his critics would have pointed him out.

(d) ‘Men’ are in the plural, because they mean more than one.

86. Combine into a single complex sentence :—

(a) Napoleon arrayed all his troops. Then he rode along the lines. Everywhere he received the most enthusiastic cheers from his men. His assurance of their devotion to him was now doubly sure.

(b) The second morning broke. The violence of tempest had now somewhat abated. Haco therefore landed with a large force. This he did by means of his boats. His object in landing was to

protect his stranded vessels from the armed peasantry. He also intended to tow them off if possible.

87 Construct sentences which will bring out clearly the difference of meaning between the words of the following pairs :—

destiny, destination ; eminent, imminent ; hoard, horde ; credible, credulous.

88. Correct the following :—

- (1) He has been ill since two days, so he hopes you would grant him leave.
- (2) From a study of Shakespeare we can learn a great deal of moral lessons, but anything cannot be learned without practice.
- (3) He astonished much at the sight and went to inform the matter to his superior.
- (4) I like to pass the Matriculation Examination for I mean to study for the B. A. degree.
- (5) He spent his days of youth in his father's house, but afterwards he left off his home to Madras.
- (6) I said to him the terms and asked him if he accepted to them.

89. (a) Construct three complex sentences illustrating the use of the word *grow* as a transitive verb, as an intransitive verb, and as a copula verb.

(b) Construct complex sentences illustrating the use of *but* as an adverb, a preposition and a conjunction.

90 (a) Give the meaning of the italicised phrases in the following sentences :—

- (i) He *made good* his escape.
- (ii) He *made good* his loss.

(b) How do the following sentences differ in meaning? Use the noun form of *possess* when bringing out the difference :—

- (a) He possessed the key of the fortress.
- (b) He possessed himself of the keys of the fortress.

91. Report in the form of a dialogue the following conversation that took place in court between His Honour, the Judge and Mr. Jones, solicitor :—

His Honour said he could not hear the case, because he had been insulted by a solicitor. Mr. Jones denied that he had insulted him. If he had, he was sorry, but he did not think he had. His Honour remarked that it was a serious reflection to say that a Judge decided without hearing a case. Mr. Jones admitted that he had

said that ; he was sorry but he could not withdraw his remark, as he was not the first who made it. His Honour asked him to leave the Court ; Mr. Jones refused saying that it was his duty to be in Court. His Honour declared that he could not hear him again if he did not apologise. Mr. Jones said he would see about that.

92. Parse the words in italics in the following :—

- (a) The sepearmen heard the *bugle sound*,
And cheerily *smiled* the morn.
- (b) The lovely stranger stood confessed,
A *maid* in all her charms.
- (c) It is not *growing* like a tree,
No bulk *doth make* man *better be*.

93. Write the following in prose order :—

- (a) While yet the smoke the deed conceals,
Bertram his ready charger wheels,
But floundered on the pavement floor
The steed, and down the rider bore.
- (b) His horse, which never in that sort
Had handled been before,
What thing upon his back had got,
Did wonder more and more.

94. Analyse the following into clauses, writing out each clause in full, mention the kind of clause, and give the construction of the subordinate clause :—

(a) I believe one reason why such numerous instances of learning occur among the lower ranks is that, with the same powers of mind the poor student is limited to a narrow circle for indulging his passion for books and must necessarily make himself master of the few he possesses ere he can acquire more.

- (b) When at length he laid his dying head
On the hard rest of his neglected bed,
He found,—though few or none around him came,
Whom he had toiled for in his hour of fame,
By sorrow weakened, by disease unnerved,
Faithful at least the friend—he had not served.

95. Point out and name all figures of speech in the

following sentences and give a reason for your answer in each case :—

(a) Let not ambition mock their useful toil.
Their homely joys, and destiny obscure.

(b) The winds play no longer and sing in the leaves.

(c) However generous we may be when we start in the morning of life, before evening we come to see that in this game we call the world it is only the clever player that escapes ruin.

96. Re-write the following sentences as directed :—

(a) It seemed to him that some object was moving among the trees. (Make the word "object," the subject of the verb "seemed.")

(b) But for the crumbling of the rocks into soil the land would not be covered with verdure. (Make this into a complex sentence.)

(c) His watchfulness was such that none of his enemies ever found him unprepared. (Make the principal clause a subordinate one.)

97. Analyse :—

Breathes there the man with soul so dead,
Who never to himself hath said,
"This is my own, my native land !"
Whose heart hath ne'er within him burned,
As home his footsteps he hath turned,
From wandering on a foreign strand.

98. Write in direct speech the following conversation as if reported by Govinda to Krishna on the morning after the conversation took place :—

Ram to Govinda—Come and let us play at tennis for an hour. I am tired of doing nothing.

Govinda—You may be doing nothing but I am not. I am preparing my lessons for to-morrow. However, I shall be glad to play with you after school to-morrow.

Ram—All right ; I will study to-day instead of playing. Bring Krishna with you when you come to the tennis court.

Govinda—I will ask him to come with me, but I fear he will not come. Will you not ask your brothers to come ? They play very well.

Ram—Why should I ask them ? They always beat me at tennis.

99. Re-write the following sentences changing the italicised expressions in (a) into clauses and those in (b) into phrases :—

(a) (i) Their skill increased *with their continued practice of the art.*

(ii) He never was in the neighbourhood of the town *without paying a visit to the old home.*

(iii) John *with all his virtues,* was yet somewhat of a rogue.

(b) (i) They launched the boat *although their lives were greatly imperilled.*

(ii) The Australians played that day *even more skilfully than they were wont.*

(iii) The general overbearing the remark insisted *that the discontented soldier should take his place.*

100. Write out the following sentences, inserting the correct prepositions in the blank spaces (*Underline the words that you insert.*)

(i) I do not concur—you—the opinion you have expressed, but I abstain—interfering—a matter of such moment—you and me.

(ii) You are bound—honour—bestow your best thought—this subject, and though you may be disappointed—the immediate result, you need not despair—ultimate success.

101. (a) Combine the following simple sentences into one complex sentence :—

The bird-catcher knew well all the creatures of the forest. He was especially familiar with the habits of birds. He was accustomed to capture the winged creatures. He did so year after year. He captured them by the hundred. He did so by means of snares. The snares were spread on the ground.

(b) Analyse the following sentence into clauses, writing out each clause in full ; mention the kind, and give the construction of each clause :

How this comes to be so, I do not know, although I must confess that if I had cared to enquire, I had ample opportunities for discovering why he acted so peculiarly.

102. For each of the italicised verbs in the following sentences use the word *looked* followed by a correct preposition, (or adverb and preposition) :—

(i) I *viewed* the scenery.

(ii) I *expected* a miracle to happen.

(iii) I *regarded* him as already a member of the society.

- (iv) I *despised* him for his untruthfulness.
- (v) I *respected* him as my guide and counsellor.
- (vi) I *investigated* the matter.

103. (a) Construct short sentences introducing the following dependent clauses :—

- (i) I am quite well, but have been very ill.
- (ii) What was he saying ?

(b) Explain and illustrate by short sentences the difference in meaning between the two plurals of each of the following words :—*brother, cloth, die, penny.*

(c) Parse the words italicised in the following :—

- (i) This house is *to let*.
- (ii) Wait a *minute*.
- (iii) *Out* upon it.
- (iv) He asked *if* you were going.

104. Give the exact meaning of the following :—

- (a) { Let us proceed to business.
Let us proceed with the business.
- (b) { He parted with all his property.
He parted from his friends.
- (c) { I am not concerned in the transaction.
I am much concerned at the loss.
- (d) { Communicate with him on this.
Communicate this to him.

105. Construct sentences illustrating the right use of the following :—

Deny, refuse ; admit, acknowledge ; willing, desirous ; hope, expect ; doubt, suspect.

106. (a) Punctuate the following passage, using capital letters where necessary :—

But portia stopped him saying softly there is no haste the jew shall have nothing but the penalty therefore prepare shylock to cut off the flesh but mind you shed no blood nor do not cut off more or less than just a pound be it more or less by one poor scruple nay if the scale turn but by the weight of a single hair you are condemned by the laws of Venice to die and all your wealth is forfeited to the senate.

(b) Re-write the above passage, using the Indirect Form of speech.

107. Combine the following separate sentences into a single sentence :—

The lion was let out of his cage for the amusement of the spectators. It did not then run at Androcles to devour him. It came up quietly. It fawned in the same way as a dog does upon its master. It licked his hand. He had been kind to it in the forest. It remembered this.

108. Insert prepositions each of the following blanks :—

You must apologise—him—what you have done, even though the act was not done—any bad intention. A man—honour will adhere—his convictions, and act—a sense—duty, even if men rail—him and think him weak—understanding and wanting—common sense.

109. (a) Explain the distinction between :—

'Right' used as a noun, 'right' used as an adjective, 'wrong' used as a noun and 'wrong' used as an adjective; 'seek' and 'search'; 'sin' and 'crime.'

(b) Write sentences using the word 'round' as an adjective, a noun, a verb, an adverb, a preposition.

110. Analyse the following sentences and parse the words in italics :—

By torch and trumpet *fast arrayed*.
Each horseman drew his *battle* blade,
 And *furiously* each charger neighed,
 To join the dreadful revelry.

111. Re-write the following sentences, correcting any mistakes in grammar or idiom that you may notice :—

(a) I asked for some money of advance, and he very angry and told that how I can pay until your work is not finished.

(b) When I went to house I found he had died by cholera.

(c) I was more thick and thin with him than a man is with his own brother.

(d) I am suffering fever since five days and cannot come to the prize distribution.

MATRICULATION EXAMINATION. 1910.

ENGLISH.

FIRST PAPER. PART II.

Two Essays.

1. Write an Essay on *one* of the following subjects :—

- (a) The love of power.
- (b) What kind of teachers do pupils like best.
- (c) Description of a recent festivity.

2. Write an Essay on one of the following subjects, following the general plan suggested :—

(a) Subject ; Description of a foot-ball match.

Points : (1) arrangement of the field ; (2) points of the game ; (3) progress of the particular game you saw ; (i) in the first half (ii) in the second half ; (4) remarks on the players, pointing out their merits and defects ; (5) general remarks on foot-ball.

(b) Subject : Your favourite story book in English or your vernacular.

Points : (1) name of book and author ; (2) brief summary of the principal characters ; (3) your favourite scene in the book ; (4) reason for liking the book.

(c) Subject : Rome was not built in a day.

Points : (1) literal meaning of the proverb ; (2) metaphorical application of the proverb ; (3) the qualities that enable men to carry out difficult tasks ; (4) the need of patience in criticising large undertakings.

(d) Subject : The elephant.

Points : (1) description ; (2) home (3) uses (i) in hunting, (ii) in processions, (iii) in ancient warfare, (iv) in work *e. g.* stacking logs, (4) method of driving the elephant.

ENGLISH.

SECOND PAPER.

1. Give in plain English the substance of *any two* of the following passages :—

(a) In his early days Fitzgerald made experiments in diet, and gradually settled down into vegetarianism. He felt at last a loss

of physical power, but this passed off and he believed he gained in lightness of spirit. He lived practically on bread and fruit, with sometimes cheese or butter. But he was not a bigoted vegetarian. To avoid an appearance of singularity he would eat meat at other houses and provided it in plenty for his guests. He was abstemious but not a total abstainer.

(b) The good servant prefers his employer to himself. The good employer considers the welfare of his servant more than his own profit. From the sweeping of a floor to the governing of a country—from the baking of a loaf to the watching by the sick-bed of a friend—there is the same rule everywhere. Let the thought of self intrude, let the worker but pause to consider how much reward his work will bring to him, and the power of his genius will be gone from him.

(c) Shylock, the Jew, lived at Venice ; he was an usurer who had amassed an immense fortune by lending money at great interest to Christian merchants. Shylock, being a hard-hearted man exacted the payment of the money he lent with such severity that he was much disliked by all good men, and particularly by Antonio, a young merchant of Venice ; and Shylock as much as hated Antonio because he used to lend money to people in distress and would never take any interest for the money he lent ; therefore there was great enmity between the covetous Jew and the generous merchant, Antonio. Whenever Antonio met Shylock on the Rialto (or Exchange) he used to reproach him with his usuries and hard dealings which the Jew would bear with seeming patience, while he secretly meditated revenge.

(d) After we had resided at Ceylon about a fortnight I accompanied one of the Governor's brothers upon a shooting party. He was a strong, athletic man and being used to the climate (for he had resided there some years) he bore the violent heat of the sun much better than I could ; in our excursion he had made a considerable progress through a thick wood when I was only at the entrance. Near the banks of a large piece of water, which had engaged my attention, I thought I heard a rustling noise behind ; on turning about I was terribly frightened at the sight of a lion, which was evidently approaching with the intention of satisfying his appetite with my poor carcass, and that without asking my consent. What was to be done in this horrible dilemma ? I had not even a moment for reflection ; my piece was only charged with swan shot, and I had no other about me ; however, though, I could have no idea of killing such an animal with that weak kind of ammunition, yet I had some hopes of frightening him by report, and perhaps of wounding him also.

2. Amplify *one* of the following into a short story and add a moral :—

(a) As a dog was crossing a river, with a morsel of flesh in his mouth, he saw, as he thought, a bigger piece in the water ; so he dropped what he had, to catch at what was a shadow, and lost both

(b) A dog lay in a manger where he neither ate the grain himself nor let the cow eat it.

3. Give in plain English the substance of *one* of the following passages :—

(a) Little drops of water,
Little grains of sand,
Make the mighty ocean,
And the pleasant land.
Thus the little moments,
Humble though they be,
Make the mighty ages
Of eternity.

(b) He that is down need fear no fall,
He that is low, no pride ;
He that is humble ever shall
Have God to be his guide.
I am content with what I have,
Little be it or much
And, Lord, contentment still I crave,
Because Thou savest such.

(c) Let nothing disturb thee,
Nothing affright thee
All things are passing.
God never changeth.
Patient endurance
Attaineth to all things ;
Who God possesseth
In nothing is wanting ;
Alone God sufficeth.

4. Construct short sentences to illustrate the difference in meaning or usage between any *three* of the following pairs of words and phrases :—very much *and* too much ; compare with *and* compare to ; principal *and* principle ; older *and* elder ; senseless *and* meaningless ; compliment *and* complement ; elicit *and* illicit ; stationary *and* stationery.

5. Parse any *six* of the words italicised in the following :—we shall not see his *like* again : I have not seen him *since* ; *but* me no *buts* ; so much *the* better for him ; *what* with the wind, and what with the rain, the players had to stop the game *after* a few minutes.

6. Defend or correct, where necessary any *six* of the following, giving reasons for your answer in each case : all but he had fled ; none but the brave deserve the fair ; he is much the cleverest of the two ; he asked for an alms ; I do not like those sort of people ; this man is very different to that ; if I were strong enough to work, I am strong enough to look after me.

7. Construct short sentences to illustrate the difference between gerunds, participles and verbal nouns.

8. Fill up the following blanks :—

(a) The cup was—my lips when he dashed it—the ground in obedience—your order.

(b) How can I go—with the work ?

(c) I have reasons—being conscious—that.

Or,

I did rely—his support, and I attached value—his acts.

1911.

ENGLISH.

FIRST PAPER. PART II.

Candidates are required to give their answers in their own words as far as practicable.

1. Write an Essay on *one* of the following subjects :—

(a) Kindness to animals.

(b) The game of kite-flying.

(c) The bamboo and its uses.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) **Subject** :—Punctuality.

Points : The meaning of the word. Illustrate by an incident or story.

The value of time. Time is short, therefore precious. Time and tide wait for no man : care should be taken to use it wisely.

The habit of punctuality : when and how most easily acquired. Contrast a punctual boy with an unpunctual boy at school.

The value and importance of punctuality—to the student—to the business man—to the professional man. Punctuality the soul of business.

(b) **Subject :** Wealth.

Points : General acceptation of the term : the duties of the wealthy : their opportunities of doing good—to individuals, to communities : their temptations : extravagant expenditure to be avoided : wealth does not always lead to happiness : a competence preferable.

(c) **Subject :** The monkey.

Points : Description of its bodily make and appearance : its mode of life and habits in the free state : its food : its intelligence : its mischievousness : the monkey as a domestic pet.

SECOND PAPER.

Candidates are required to give their answers in their own words as far as practicable.

1. Give in plain English the substance of *one* of the following passages :—

(a) Like my little garden
 May I grow sweet and fair :
 With kindly words and action
 For ev'ry one to spare.
 May the good seed flourish well
 In my little heart,
 And all the vain and wicked thoughts
 Like evil weeds depart.

(b) See the wretch that long hath tossed
 On the thorny bed of pain,
 At length repair his vigour lost
 And breathe and walk again :
 The meanest flower of the vale,
 The simplest note that swells the gale,
 The common sun, the air, the skies
 To him are opening paradise.

(c) Deeper, deeper let us toil
 In the mines of knowledge ;
 Nature's wealth and learning's spoils
 Win from School and College :
 Delve we then for richer gems
 Than the stars of diadems.

(d) Who shall be nearest,
 Noblest and dearest,
 Named with honour and pride evermore ?
 He the undaunted,
 Whose banner is planted
 On Glory's high ramparts and battlements hoar :
 Fearless of danger,
 To falsehood a stranger,
 Looking not back while there's Duty before !
 He shall be nearest,
 He shall be dearest,
 He shall be in our hearts evermore !

2. Amplify *one* of the following into a short story and add a moral :—

(a) A hare in a match with a tortoise, trusting to his swiftness, slept, while the tortoise steadily plodding reached the goal first.

(b) A villager found a snake almost frozen to death, which he took home, and warmed near the fire, when the snake darted at the children of the house and was instantly killed.

3 Give in plain English the substance of *any two* of the following passages :—

(a) In the present day it is not necessary that generals or great officers should fight with their own hand, because it is their duty to direct the movements and exertions of their followers. The artillery and the soldiers shoot at the enemy, and men seldom mingle together and fight hand to hand. But in the ancient times, kings and great lords were obliged to put themselves into the very front of the battle and fight like ordinary men with the lance and other weapons. It was, therefore, of great consequence that they should be strong men and dexterous in the use of their arms. Robert Bruce was so

remarkably active and powerful that he came through a great many personal dangers, in which he must otherwise have been slain.

(b) In this life there are no gains without pains. Life indeed would be dull if there were no difficulties. Games lose their zest if there is no real struggle, if the result is a foregone conclusion. Both winner and loser enjoy a game most if it is closely contested to the last. No victory is a real triumph unless the foe is worthy of the steel. Whether we like it or not, life is one continuous competitive examination.

(c) Queen Victoria, when a little girl, was taught economical habits by her excellent governess. The Princess had a set allowance for pocket money, and was not permitted to exceed it. Once at the Bazaar at Turnbridge Wells, she had expended all her supply of money in a number of presents for relatives and friends. As she was leaving she remembered another cousin to whom she thought she would like to make a present. She saw a box marked half a crown, which she considered would be just the very thing for him. But alas ! the money was all gone. The people in the shop said they would just enclose the box with the other articles, but her governess said, 'No ; you see the Princess has not the money, and so of course she cannot buy the box' The shopkeepers then said they would reserve the box, and when the next pocket money came due the Princess mounted her donkey and was at the Bazaar for the coveted box by seven o'clock in the morning.

(d) A man in the East, where they do not require as much clothing as in colder climates, gave up all worldly concerns and retired to a wood, where he built a hut and lived in it. His only clothing was a piece of cloth which he wore round his waist. But, as ill-luck would have it, rats were plentiful in the wood, so he had to keep a cat. The cat required milk to feed it, so a cow had to be kept. The cow required tending, so a cow-boy was employed. The boy required a house to live in, so a house was built for him. To look after the house a maid had to be engaged. To provide company for the maid a few more houses had to be built, and people invited to live in them. In this manner a little township rose up.

The man said, 'The further we seek to go from the world and its cares, the more they multiply.'

4. The *moon having risen*, the leader of the band addressed his men, saying that the task before *them* was as dangerous *as* it was *difficult*, yet they would be mad to *neglect* the opportunity ; at the worst they could *still die like* brave men.

(a) Change the above passage into the direct form of speech.

(b) Parse any *eight* of the words in italics.

5. Frame sentences to illustrate the use of—

(a) *What*, as (i) a compound relative pronoun, (ii) an interrogative, (iii) an interjection. .

(b) *that*, as (i) a relative pronoun, (ii) a conjunction, (iii) a demonstrative pronoun.

Or,

Since, as (i) a preposition, (ii) a conjunction, (iii) an adverb.

6. Fill up the following blanks :—

(a) The young man was angry—*me* for pointing—*him* that his addiction—gambling would be the cause—his ruin.

Or,

When my employer dispensed—my services, I disposed—my furniture, was reconciled—my fate and set—a grocer's shop.

(b) The messenger asked the station-master—the train was late,—it would arrive,—many passengers it carried and—its average speed was.

7. Construct sentences to illustrate the use of any *three* of the following pairs of words :—

(a) latter, later ;

(b) few, a few ;

(c) since, from ;

(d) born, borne ;

(e) hear, listen ;

(f) refuse, deny.

1912.

ENGLISH.

FIRST PAPER. PART II.

I. — Write an Essay on *one* of the following subjects :—

(a) Prize-day at your school.

(b) Fortune favours the brave.

(c) Knowledge is power.

II.—Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) Travelling—its object—the delights of visiting strange lands—some great travellers of olden times—modern modes of travelling—advantages of travelling—increase of knowledge—removal of prejudices.

(b) The horse—its natural appearance and bodily make—its utility, “one of man’s most useful servants”—an anecdote to illustrate the above.

(c) Novel-reading—a recreation—improves our knowledge of language—conveys useful information—but many read simply to kill time—within proper limits not to be objected to, but should not be allowed to interfere with the study of serious literature.

SECOND PAPER.

I.—Give in plain English the substance of any *two* of the following passages :—

(a) One day when the prince Siddhartha with a large retinue drove through the eastern gate of the city on the way to one of his parks, he met on the road an oldman, broken and decrepit. One could see the veins and muscles over the whole of his body, his teeth chattered, he was covered with wrinkles, bald and hardly able to utter hollow and unmelodious sounds. He was bent on his stick and all his limbs and joints trembled. “Who is that man?” said the prince to his coachman. “He is small and weak, his flesh and his blood are dried up, his muscles stick to his skin, his head is white, his teeth chatter, his body is wasted away; leaning on his stick he is hardly able to walk, stumbling at every step. Is there something peculiar in his family, or is this the common lot of all created beings?”

“Sir,” replied the coachman, “that man is sinking under old age, suffering has destroyed his strength and he is despised by his relations. He is without support and useless and people have abandoned him like a dead tree in a forest. But

this is not peculiar to his family. In every creature youth is defeated by old age. Your father, mother, all your relations, all your friends, will come to the same state ; this is the appointed end of all creatures."

(b) It is sometimes said that the pleasure of giving is peculiar to the rich, and no doubt the pleasure of giving is one of the greatest and purest which wealth can bestow. Still the poor also may be liberal and generous. The widow's mite, so far as the widow at any rate is concerned, counts for as much as the rich man's gold. Moreover, as regards kindness and sympathy, which are far more valuable than money, the poor can give as much as, perhaps even more than, the rich. Money is not wealth. There are those whom we look down on as poor who may be in reality as rich as any millionaire. That which is of most value in life is exactly that which can neither be bought nor sold. A proverb says—"A man's true wealth is the *good* he does in this world. When he dies men will ask what property he has left behind him, but Angels will enquire, "What good deeds hast thou sent before thee?"

(c) Sir John Moore, while earnestly watching the results of the fight about the village Elvina was struck on the left breast by a cannon shot ; the shock threw him from his horse with violence ; yet he rose again in a sitting posture, his countenance unchanged and his steadfast eye still fixed upon the regiments engaged in his front, no sigh betraying a sensation of pain. In a few moments, when he saw the troops were gaining ground his countenance brightened and he suffered himself to be taken to the rear. Then was seen the dreadful nature of the hurt. The shoulder was shattered to pieces, the arm hanging by a piece of skin, the ribs over the heart broken and bared of flesh, the muscles of the breast torn into long stripes. As the soldiers placed him in a blanket, his sword got entangled and the hilt entered the wound. A staff officer attempted to take it off, but the dying man stopped him, saying. "It is as well as it is. I had rather it should go out of the field with me ;" and in that manner so becoming to a soldier, Moore was borne from the fight.

(d) As we looked out into the darkness, we could not but recollect, with a flush of pride, that yonder lay Flores and the scene of the great fight off the Azores, in which *the Revenge* with Sir Richard Grenville for her captain, endured, for twelve hours

before she struck, the attack of eight great Spanish armadas, of which two sank at her side ; and after all her masts were gone, defied to the last the whole fleet of fifty-one sail, which lay around her waiting "like dogs around the dying forest king," for the Englishman to strike or sink. Yonder away it was, that wounded again and again and shot through body and through head, Sir Richard Grenville was taken on board the Spanish Admiral's ship to die ; and gave up his gallant ghost with those once famous words—"Here die I, Richard Grenville, with a joyful and quiet mind ; for that I have ended my life as a true soldier ought, fighting for his country, queen, religion and honour ; my soul willingly departing from this body, leaving behind the lasting fame of having behaved as every valiant soldier is in his duty bound to do."

II.—Give in plain English the substance of *one* of the following extracts :—

- (a) Whene'er a noble deed is wrought,
Whene'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.
Honour to those whose words or deeds
Thus help us in our daily needs,
And by their overflow
Raise us from what is low !
- (b) Like an army defeated
The snow doth fare ill
On the top of the bare hill.
The Ploughboy is whooping—anon—anon
There's joy in the mountains ;
There's life in the fountains ;
Small clouds are sailing,
Blue sky prevailing ;
The rain is over and gone !
- (c) Death takes us by surprise
And stays our hurrying feet ;
The great design unfinished lies,
Our lives are incomplete.
But in the dark unknown
Perfect their circles seem
Even as a bridge's arch of stone
Is round in the stream.

- (d) O place me in some Heaven-protected isle
 Where Peace and Equity and freedom smile ;
 Where no volcano pours his fiery flood,
 No crested warrior dips his plume in blood ;
 Where Power secures what Industry has won ;
 Where to succeed is not to be undone ;
 A land that distant tyrants hate in vain,
 In Britain's isle, beneath a George's reign !

III.—Amplify the following into a story and add a moral :—

A lion disturbed in his sleep by a mouse was about to kill it, when the mouse begged for mercy, which was granted. Some time after, the lion was caught in a net but released by the mouse.

Amplify the thought contained in the following lines :—

'Tis a very good world we live in,
 To lend or to spend or to give in ;
 But to beg or to borrow or get a man's own,
 'Tis the very worst world that ever was known.

IV.—Parse the words italicised in the following :—

He is fond of *playing* tennis.
What man is this ?
Thank you.
 He is quite *out* of it.
 Act *like* a man.
 He came *and* enquired.

V.—Correct or justify :—

- (a) The wages of sin is death.
 (b) Ram as well as John were gone.
 (c) You have played instead of worked
 (d) Let each of us go there in their turns.
 (e) I object to you saying that.
 (f) This house is to let.

VI.—Distinguish between the two plurals of— Cloth, genus, brother ;

or

Tell the number of the following, giving reasons for your answer in each case :—Alms, scissors, news, amends, summons, riches.

VII.—Construct short sentences to illustrate the difference between—*Gladder* and *gladlier*, *older* and *elder*, *foremost* and *first*.

or

Construct sentences to illustrate the use of each of the two following words (*a*) as a preposition, (*b*) as an adverb and (*c*) as a conjunction :—

After ; *but*.

VIII.—Explain and illustrate by short sentences the difference between—

Part with and *part from*.

Compare to and *compare with*.

Carry on and *carry out*.

1913.

ENGLISH.

FIRST PAPER. PART II.

1. Write an Essay on *one* of the following subjects :—

(*a*) The Motor Car.

(*b*) The force of example.

(*c*) Your favourite book and why you like to read it.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(*a*) *Perseverance*—what it means—is it a praise-worthy quality—how it differs from obstinacy—an anecdote from history to show what perseverance may achieve—your concluding remarks.

(*b*) *Rain*—how caused—the monsoons—the rainy season in your part of the country—its effects on crops and plants—on fields and roads.

(*c*) *Iron*—a general description—where found—its various uses.

SECOND PAPER.

1. Give in your own words the substance of *any two* of the following passages :—

(*a*) What is it to be a gentleman? Is it to have lofty aims, to lead a pure life to keep your honour virgin, to have the esteem of your fellow citizen, and the love of your fire-side, to bear good

fortune meekly, to suffer evil with constancy, and through evil or good to maintain truth always? Show me the happy man whose life exhibits these qualities, and him we will salute as gentleman, whatever his rank may be ; show me the prince who possesses them, and he may be sure of our love and loyalty.

(b) After all is said, the capable man is the man to be admired. The man who tries and fails, what is the use of him? We are in this world to do something, not to fail in doing it. Of the helpless inefficient persons who try one thing and fail, because they are not strong enough, and another because they have not energy enough, what shall we say of them? What use is there in them? What hope is there of them? What can we wish for them? To be able to do what a man tries to do, that is the first thing necessary, and given that, we may hope all things for him.

(c) It is always a great pleasure to me to pass an evening at your father's house. But on the last occasion that pleasure was very much heightened because you were once more with us. I watched your mother's eyes as she sat in her place in the drawing room. They followed you almost without ceasing and there was the sweetest, happiest expression on her dear face, that betrayed her tender maternal love for you and her just maternal pride. Your father was equally happy in his own way; he was much more gay and talkative than I have seen him for two or three anxious years. He told amusing stories; he entered playfully into the jest of others; he had pleasant projects for the future. I sat quietly in my corner, slyly observing my old friends, and amusing myself by discovering the hidden sources of the happiness that was clearly visible. They were gladdened by the first successes of your manhood; by the evidence of your strength; by the realisation of hopes long cherished.

(d) The heat was almost insufferable. All nature seemed sinking under it. The distant country presented to the eye a dreary expanse of sand, with a few stunted trees, in the shade of which the hungry cattle licked up the withered grass, while the camels and goats licked up the scanty foliage. The scarcity of water was great. Day and night the wells were crowded with cattle; excessive thirst made many of them furious; others being too weak to contest for the water endeavoured to quench their thirst by devouring the black mud near the wells, which they did with great avidity, though it was commonly fatal to them.

2. Give in simple English the substance of *one* of the following extracts :—

(a) I live for those who love me,
Whose hearts are kind and true;
For the heaven that smiles above me
And awaits my spirit too;

For all human ties that bind me,
 For the task by God assigned me.
 For the bright hopes left behind me
 And the good that I can do.

(b) I laugh not at another's loss ;
 I grudge not at another's gain ;
 My wealth is health and perfect ease ;
 My conscience clear my chief defence ;
 I neither seek by bribes to please,
 Nor by deceit to breed offence ;
 Thus do I live ; thus will I do ;
 Would all did so as well as I !

3. Develop the following and complete the story as you like :—

Two boys, while digging a hole, find an old gold coin, in a beautiful state of preservation. They discuss what they should do with it.

Or

Expand the following :—

Life is mostly froth and bubble,
 Two things stand like stone ;
 Kindness in another's trouble,
 Courage in your own.

4. Change the following speech into indirect narrative :—

‘Comrades,’ he said, ‘listen to me ; for though I often talk nonsense, I can talk sound sense when I choose. Fortune has sent us this treasure so that we may lead a life of ease, and we will spend it as lightly as we have come by it. Who could have guessed, when we set out to day, that we should come by so fair a fortune ?’

5. Insert an appropriate word in each of the following blanks :—

Filled—pity for them, he swore so to avenge them—the tyrant—all Greece should ring—his punishment.

No more—this. We have had enough—it. Be—good cheer, for you are dear—me.

6. Construct short sentences to illustrate the difference in meaning between any *three* of the following pairs of words :—

Artist, artisan ; notable, notorious ; practical, practicable ; principal, principle.

7. Parse the words italicised in *any three* of the following groups :—

- (a) He is *about* to go. He cannot go *about*.
- (b) *That* man is wise. He worked hard *that* he might succeed.
- (c) He came *as* soon as he could. He came so soon *as* he could.
- (d) How *else* could I do it? Who *else* is there?

8. Explain grammatically the difference in the use of the italicised words in the following sentences :—

He is *singing*. He loves *singing* old songs. He loves *singing* of birds.

1914.

ENGLISH.

FIRST PAPER.

PART I (b) ESSAY.

1. Write an Essay on *one* of the following subjects :—

- (a) Intelligence in the lower animals.
- (b) A walk through an Indian town which you know.
- (c) Our duties towards the poor.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) *An Industrial Exhibition*—the circumstances which led to its being held—arrangements for its organization—appointment of a committee—election of a chairman—selection of a site—some of the principal exhibits and exhibitors—the prizewinners—the profits—how spent—its effect on the neighbourhood.

(b) *The Postman*—a Government servant—humble, yet useful—his uniform—his work—arranging letters—delivery of letters—what his coming means to different people—joy to some—sorrow to others—importance of the postal system—concluding remarks.

(c) *Thrift*—importance of the habit of saving—always possible to save something whatever our means—gradual growth of the habit—provision for old age—preparing for a rainy day.

SECOND PAPER.

I—Give in simple English the substance, of any *two* of the following passages :—

(a) You are now going to settle at school, and may consider this as your first entrance into the world. As my health is so indifferent, and I may not be with you long, I wish to leave you some advice (the best I can) for your conduct in life, both that it may be of use to you and as something to remember me by. I may at least be able to caution you against my own errors, if nothing else. As we went along to your new place of destination, you often repealed that you must say they were a set of stupid, disagreeable people, meaning the people at the school. You were to blame in this. It is a good old rule to hope for the best. Always, my dear, believe things to be right till you find them the contrary ; and even then, instead of irritating yourself against them, endeavour to put up with them as well as you can, if you cannot alter them. You said you were sure you should not like the school where you were going. This was wrong. What you meant was that you did not like to leave home. But you could not tell whether you should like the school or not, till you had given it a trial. Never anticipate evils or, because you cannot have things exactly as you wish, make them out worse than they are, through mere spite and wilfulness.

(b) When a boy has finished his education, I would have him bear in his memory a stock of songs which should cheer his toil for life—songs—full of affection towards everything around him, literally filling his heart with love of his home, making him believe it to be, however humble, to him the happiest and most sacred spot on earth ; love of the very earth itself, which submits to his rude handling, and repays the labour of his hands and the sweat of his brow by filling his arm with the teeming abundance of its wombs—love of the various domestic creatures that look up to him for their sustenance—love for Nature in every form, making it always appear to him fair, whether it be in the storm or in the sunshine, in the gloom of winter or in the bloom of summer—always the same glowing and joyful ; but however bright, ever showing him beaming ever upon him, the face of a gracious and a beautiful God.

(c) The huge caravan entered the forest. There majestic trees stood like pillars in a colonnade ; there palms struggled for room with wild vines and canes ; there flourished ferns and reeds, and there bushes in tropical profusion formed impenetrable brushwood ; while through the whole was entangled a net work of climbing plants, which ran up the trunks and hung down from the branches. Everything was damp and wet. Dew dropped from all the branches and leaves. The air was close and sultry. It was deadly still, and seldom was the slightest breeze perceptible ; storms might rage above the tree-tops, but no wind reached the ground sheltered in the dimness of the undergrowth. The men struggle along over the slippery ground. Balancing their loads on their heads with their hands they stoop under boughs, thrust their feet firmly into the mud in order not to slip. Those who are clothed have their clothes torn, while the naked graze their skins. Very slowly the caravan forces its way through the forest, and a passage has frequently to be cut for those who carry the boats.

2. Give in your own words the substance of *one* of the following extracts :—

(a) Among the hills of India
Dwelt warriors fierce and bold,
The sons of robber chieftains
Who, in the days of old,
Fought for their mountain freedom,
And, if by Fate laid low,
Fell, ever crowned with honour,
Their faces to the foe.
Now, 't was an ancient custom
Among those hillsmen brave
When thus they found their kinsman,
To dig for him no grave ;
But the torn blood-stained garments
They stripped from off the dead,
And then his wrist they circled
With green or crimson thread.

(b) A certain Pasha, dead these thousand years,
Once from his harem fled in sudden tears,
And had this sentence on the city's gate
Deeply engraven, *Only God is Great*.
So those four words above the city's noise
Hung like accents of an angel's voice,

And evermore
 Saluted each returning caravan,
 Lost is that city's glory. Every gust
 Lifts, with dead leaves, the unknown Pasha's dust.
 And all his ruin—save one wrinkled gate
 Whereon is written, *Only God is Great.*

3. Amplify *one* of the following :—

(a) Frail creatures are we all ! To be the best,
 Is but the fewest faults to have,

(b) The man without a purpose is like a ship without a
 rudder.

4. Change the following into indirect narrative :—

I am sure that I shall have the consent of all who are listening to me to-night, when I claim that we have done all that is possible for us to do to bring together the two parties in this dispute. Do not hastily set down our efforts as useless. Let us be patient ; we have advanced far during past few days.

5. Construct short sentences, using the right preposition after any *four* of the following words :—appeal, disappointed, fruitful, inquire, proceed, suitable.

6. Form an adjective from *joy*, a verb from *rich*, an adverb from *cheer*, and a noun from *vital*. Construct a short sentence to illustrate the meaning of each of the words formed by you.

7. Make short sentences to illustrate the difference in meaning between any *three* of the following pairs of words :—credible, credulous ; human, humane ; judicial, judicious ; wreath, wreath.

8. (a) Parse the words italicized in the following :—

(i) He walked *home*.

(ii) He spoke *after* me.

(iii) He had laid him *low*.

(b) Correct or justify :—

(i) All but he had fled.

(ii) My sister is taller than her.

(iii) None but the brave deserve it.

1915.

ENGLISH.

FIRST PAPER.

PART I (*b*). ESSAY.1. Write an Essay on *one* of the following subjects :—(*a*) The rivalry of nations.(*b*) The advantages and disadvantages of spending our holidays away from home.(*c*) The village doctor.2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(*a*) *The power of steam*—discovery of its power, James Watt and the lid of the kettle—the application of its power. George Stephenson and the locomotive—disastrous effects such as boiler explosions—advantages, increases man's power of manufacture—opening up of the world—railways and steamships—conclusion.

(*b*) *Friendship*—Its definition—its uses and advantages—the friendship of the wicked—examples of friendship drawn from mythology and ancient history—firm friendship rare—causes of this—conclusion.

SECOND PAPER.

1. Give in simple English the substance of any *two* of the following passages :—

(*a*) When Hyder Ali invaded the Carnatic, there ensued a scene of woe, the like of which no eye had seen, no heart conceived, and which no tongue can adequately tell. All the horrors of war before known or heard of were mercy to that new havoc. A storm of universal fire blasted every field, consumed every house, destroyed every temple. The miserable inhabitants flying from the flaming villages in part were slaughtered ; others, without regard to sex, to age, to the respect of rank or sacredness of function, fathers torn from children, husbands from wives, enveloped in a whirlwind of cavalry, and amidst the goading spears of drivers and the trampling of pursuing horses, were swept into captivity in an unknown and hostile land. Those who were able to evade this tempest fled to the walled cities ; but, escaping from fire, sword and exile, they fell into the jaws of famine.

(b) We took our passage in a country ship to Calcutta, where we stayed only a few days, when we launched upon the broad bosom of the Hoogly. We were exceedingly struck with its imposing magnificence; and who has ever directed his eye over the wide waters of this celebrated river without being similarly impressed! The varieties of features which it presents, the associations it calls up, the busy activity of human pursuits, which is constantly displays, are all highly interesting to the traveller; while the reverence in which it is held raises those unavoidable emotions that inspire almost a veneration for its consecrated waters. Upon the whole, this is perhaps, the most distinguished river upon the face of the globe, whether we consider the lofty regions of perennial ice, never yet penetrated by mortal foot, in which its unknown source is concealed, the stupendous precipices over which it dashes in its progress to the plain, the natural impediments it surmounts, the extent of the country through which it flows, the distance to which its waters are transported by devout Hindus, its commercial importance, the veneration in which it is held by so many millions of people, or the fertility and populousness of the districts through which it wins its majestic way.

(c) The beauty of the country was always delightful to me. Even as I strolled about birds' nesting, the freshness of early morning, the sun coming up the sky, filling it with all lovely colours and with heavenly cheerfulness; the bright dew-drops hanging on every bush, and scattered glitteringly over the young grass; the sweet odour of leaves and flowers; the roses and jasmines coming out in their own time—filled me with a speechless joy. The aspect of dark woods and waters; the tall trees with their deep sighing sound; the cries and appearance of all sorts of birds and little wild animals; these were the things that kindled my imagination, and led me often many miles from home. But when I got into the Peak, I could not sleep for joy and wonder. Such mighty towering rocks, crowned with hanging thickets and woods! Such clear, swift rivers rushing along beneath them: such wild high hills, and far-stretching uplands! such mighty ranges, as it appeared to me of dark forests!—I was never tired of gazing on them.

2. Give in simple English the substance of *one* of the following:—

- (a) I lay in sorrow, deep distressed:
 My grief a proud man heard;
 His looks were cold, he gave me gold,
 But not a kindly word.
 My sorrow passed—I paid him back
 The gold he gave to me;
 Then stood erect and spoke my thanks,
 And blessed his charity.

I lay in want, in grief and pain :
 A poor man passed my way ;
 He bound my head, he gave me bread,
 He watched me night and day.
 How shall I pay him back again,
 For all he did to me !
 Oh, gold is great, but greater far
 Is heavenly sympathy !

- (b) 'I hear thee speak of the better land,
 Thou call'st its children a happy band ;
 Mother ! Oh where is that radiant shore,
 Shall we not seek it and weep no more ?
 It is where feathery palm-trees rise,
 And the date grows ripe under sunny skies ?'
 Eye hath not seen it, my gentle boy !
 Ear hath not heard its deep songs of joy ;
 Dreams cannot picture a world so fair—
 Sorrow and death may not enter there ;
 Time doth not breathe on its fadeless bloom,
 Far beyond the clouds, and beyond the tomb,
 —It is there, it is there, my child !

3. Amplify the following.

One crowded hour of glorious life
 It worth an age without a name.

4. Form an adjective from *melody*, a verb from *cheap*, a noun from *subtle* and an abverb from *gloom*. Construct a short sentence to illustrate the meaning of each of the words formed by you.

5. (a) Parse the words italicized in the following :—

- (i) How *do* you *do* ?
 (ii) He lived an idle *life*.
 (iii) Do your duty *by* the University.

(b) Correct or justify :—

- (i) I love you more than him.
 (ii) Bacon as well as Shakespeare were read.
 (iii) Full many a flower is born to blush unseen.

6. Construct short sentences introducing the following :—

In the least ; at all ; in accordance with ; in spite of ; on the contrary ; nevertheless.

7. (a) Give the diminutives of the following :—

Duck, lamb, stream, isle, hill, lass.

(b) Distinguish between the following and parse the word *only* in each sentence :—

He lost his only child.

He lost his child only.

8. Change the following into indirect narrative :—

Then he said to his friend, "Give me your hand ! Fare you well ! Grieve not that I am fallen into this misfortune for you. Commend me to your wife, and tell her how I have loved you."

1916.

ENGLISH.

FIRST PAPER.

PART I (b). ESSAYS.

1. Write an Essay on *one* of the following subjects :—

(a) A river scene in Bengal.

(b) Your favourite game, and why you prefer it.

(c) School magazines, and their uses.

2. Write an Essay on *one* of the following subjects, according to the plan suggested :—

(a) *Forces of nature*—wind and water, man's control over these—how exercised—their utility when under control—concluding remarks.

(b) *Humanity in war*—the cruel nature of war—war sometimes unavoidable—may then be mitigated (1) by mercy to the wounded men and prisoners, (2) by the restraints of discipline, (3) by international agreements—examples of each of these—the duty of a civilized state.

SECOND PAPER.

1. Give in your own words the substance of only *one* of the following passages, bringing out the main ideas in it :—

(a) You are to take as your badge, not the selfish daisy, but the noble unselfish oak, which in all its stages of growth, from the youngest to the oldest, does not blight anything with its shadow, but allows the grass and the wild flowers to grow up close to its

trunk, and innumerable living things to find their home beneath and on its branches, and protects them all from the wind and the storm and the too scorching sunshine. Cultivate a hospitable nature like that, giving kindly welcome to everything that needs your help, seeking as you grow older to shelter with your shade as many of the exposed creatures of God as you can. And so your usefulness will grow with your growth, and increase with your years ; and your removal, when it comes in the end, will be, not the weeding out of a daisy from the blank space which it has made by its growth, but the uprooting of a great oak, the loss of whose shade and protection half the woodland feels for many a long day

(b) The most singular animal known in the Himalayas is the musk-deer, a creature timid and wild to excess : it lives secluded from the sight of man, and indeed of every other animal but its own species, inhabiting the most inaccessible heights and living among precipices that defy the approach of human foot, in a neighbourhood where the cold is intense and the snows are eternal. It is seldom seen at a height lower than twelve thousand feet above the sea, though sometimes forced to quit the heights in search of pasture, which is scanty in proportion as the snowy regions are approached. The musk-deer when full-grown is about the size of a calf six months old. This animal is extremely active, and so shy that it is difficult to be met with, and no less difficult to be secured when killed. The musk is contained in a small bag under the belly. The musk-deer is so rare that whenever one is seen, the whole population of the district quit their homes to join in the chase.

2. Pertap, indignant at his brother's ingratitude and treachery, consented to fight him. Mounting their horses they couched their spears, but even in that supreme moment the dignified courtesy of Rajput fighting was not overlooked and they hesitated, each inviting the other to charge and strike the first blow. Decided to solve the difficulty by both charging at once, they had couched their lances and were just spurring their horses to the gallop, when there appeared between them the chief Brahmin priest of the court, who stood fearless, sternly rebuking them and calling upon them to cease from such fratricidal strife. But it was too late. Furious and excited they started to charge, when the holy man, resolved to prevent the duel, drew a dagger from his girdle and plunged it into his breast penetrating to the heart. With a last appealing cry he fell dead, his life-blood soaking the ground which in another moment would have been trampled on by their horses' hoofs. Staggered by the suddenness of the tragedy, the princes reined

in their horses. Over the sacred blood and corpse none dared ride.

After reading the above, answer these questions :—

- (i) Why did the brothers hesitate before beginning the fight ?
- (ii) How did they get over the difficulty ?
- (iii) Why did the Brahmin intervene, add what did he do ?
- (iv) What was the result of the Brahmin's act ?

3. Read the following carefully and tell in your own words the story narrated in the poem :—

Only a Soldier.

Unarmed and unattended walks the Czar
 Through Moscow's busy street one winter day.
 The crowd uncover as his face they see :
 "God greet the Czar !" they say.
 Along his path there moved a funeral,
 Grave spectacle of poverty and woe—
 A wretched sledge, dragged by one weary man
 Slowly across the snow.
 And on the sledge, blown by the winter wind,
 Lay a poor coffin, very rude and bare.
 And he who drew it bent before his load
 With dull and sullen air.
 The emperor stopped, and beckoned to the man.
 "Who is't thou bearest to the grave !" he said.
 "Only a soldier, sire !" the short reply,—
 "Only a soldier, dead."
 "Only a soldier !" musing ; said the Czar ;
 "Only a Russian, who was poor and brave.
 Move on, I follow. Such an one goes not
 Unhonoured to his grave"
 He bent his head, and silent raised his cap :
 The Czar of all the Russias, pacing slow,
 Followed the coffin as again it went
 Slowly across the snow.
 The passers of the street, all wondering,
 Looked on that sight, then followed silently ;
 Peasant and prince, and artisan and clerk
 All in one company.
 Still as they went, the crowd grew ever more,
 Till thousands stood around the friendless grave,
 Led by that princely heart, who, royal, true,
 Honoured the poor and brave.

4. Amplify the thought contained in the following :—

That's what I always say ; if you wish a thing to be well done,

You must do it yourself, you must not leave it to others.

5. (a) Change the following into the indirect form of speech :—

"My dear friends," said he, "we have come because we have a message to give you. Long ago we heard of the tribe to which you belong, and long our hearts have wished to meet you."

(b) (i) He wished to know why we were late.

(ii) They asked what he had done for his country.

(iii) He asked where they were going.

Read the above, and write down the questions originally asked.

6. (a) Fill up the blanks in any *four* of the following :—

I am confident—success. Time is—our side. I am sensible—our difficulties, but I have confidence—the future. Our party will be borne—an easy victory. This is my view in regard—your proposal.

(b) Parse the words italicised in the following :—

He loves *singing* songs. *After* that I will say no more. He is all *but* perfect.

7. Explain the force of the word *have* in the following sentences :—

(i) We *have* three horses.

(ii) I *have* written these letters.

(iii) I *have* to go to Burdwan to-day.

8. Explain and illustrate by short sentences the difference in meaning between the following pairs :—

Beneficial, beneficent ; expedient, expeditious ; few, a few.

9. Distinguish between :—

I am willing, I wish ; this will not avail, I wish to avail myself of this.

1917.

ENGLISH.

FIRST PAPER.

PART I (b). ESSAYS.

1. Write an Essay on *one* of the following subjects :—

(a) Compulsory military training.

(b) How you have occupied yourself during the last few months.

(c) The uses and abuses of a debating society.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—(a) *Self-help*—"every man shall bear his own burden"—the habit of self-help—at home—at school in games : the value of self-help : the pleasure of self-help—general reflexions.(b) *An Indian thunderstorm*—how you came to be where you were when the storm began—the weather condition preceding the storm—what first attracted your attention to it—its progress—its effects—concluding remarks.(c) *Any place of historical interest which you have visited*—its sources of interest—in the past and in the present—its geographical position—a general account of any historic building or remains it may possess—concluding reflections.

SECOND PAPER.

1. Give in simple English the substance of any *two* of the following passages :—

(a) I remember to have once seen a slave in a fortification in Flanders, who appeared no way touched with his situation. He was maimed, deformed, and chained, obliged to toil from the appearance of day till nightfall, and condemned to this for life ; yet, with all these circumstances of apparent wretchedness, he sung, would have danced, but that he wanted a leg and appeared the merriest, happiest man of all the garrison. What a philosopher was here ! Though seemingly destitute of wisdom, he was really wise. Everything furnished him with an opportunity of mirth ; and though some thought him from his insensibility a fool, he was such an idiot as philosophers might wish in vain to imitate.

(b) The Santals preserve two features of an early stage of civilisation. Though now for the most part settled cultivators, they excel in clearing forest and have special skill in converting jungle

and waste land into fertile rice fields. When through their own labour the spread of cultivation has effected denundation, they select a new site, however prosperous they may have been on the old, and retire into the backwoods, where their harmonious flutes sound sweeter, their drums find deeper echoes, and their bows and arrows may once more be utilized. In the second place, they are ardent hunters, as destructive of game as of jungle. The happiest day in the year is that on which they have a common hunt, when, armed with spears, axes, bows and arrows, clubs, sticks and stones they beat through the jungle in thousands, killing every beast and bird they come across. In their ordinary dealings they display a cheerfulness which is refreshing to a European accustomed to the somewhat gloomy denizen of the plains. Their word is their bond, and a knot on a string is as good as a receipt. They are plucky to a degree.

(c) It has been said that half the sorrows of life are included in the little word, "Too late." It would be easy, looking only at the outside of things to make especial application of this truth—easy to moralise on the vanity of human wishes and to show that our friend had clutched a bauble, which he had yearned for all his life, when he was past the power of enjoying its possession. But they who have read aright the character of the man will make no such application of the saying. If he had died that night the honours conferred upon him by the Crown would not have come too late. They would not have come too late to assure him that sooner or later, such honesty of purpose, such fidelity to the throne, such love for the people as had distinguished his career, will secure their reward. They would not have come too late to encourage others, and to be a lesson to the world.

2. Give in your own words the substance of *one* of the following :—

(a) The tree may fall and be forgotten
 And buried in the earth remain ;
 Yet from its juices rank and rotten
 Springs vegetating life again.
 The world is with creation teeming,
 And nothing ever wholly dies ;
 And things that are destroyed in seeming,
 In other shapes and forms arise.

* * * *

Not a work but has its issue,
 With blessing or with evil fraught.

(b) They tell us of an Indian tree
 Which howsoe'er the sun and sky
 May tempt its bows to wander free
 And shoot and blossom wide and high,

Far better loves to bend its arms
 Downwards again to that dear earth,
 From which the life that fills and warms
 Its grateful being first had birth.
 'Tis thus though wooed by flattering friends
 And fed with fame (if fame it be),
 This heart, my own dear mother, bends
 With love's true instinct back to thee.

3. Write a short story to illustrate the maxim that 'prevention is better than cure.'

4. Change the following into the indirect form of speech :—

I cannot help thinking you are bound north on the same business as myself—which is, I confess to you honestly, to strike a blow for the king. If you are on the same errand, I have two old relations who are staunch to the cause, and I am going to their house to remain until I can join the army. If you wish it, you shall come with me, and I will promise you kind treatment and safety while under their roof.

5. Construct short sentences to illustrate the difference in meaning between any three of the following pairs of words :—

Corporal, corporeal ; comprehensive, comprehensible ; officious, official ; verbal, verbose.

6. Distinguish between the two plurals of :—

Index, fish, brother.

7. Write sentences introducing each of the following words (a) as an adjective, (b) as an adverb :—

First, early, better.

8. (a) Parse the words italicised in the following :—

- (i) He is fond of *playing* cricket.
- (ii) He loves the *singing* of birds.
- (iii) They made him *king*.

(b) Construct short sentences using an appropriate preposition after any *three* of the following :—

Congenial, eligible, prodigal, superior.

1918.

ENGLISH.

FIRST PAPER.

PART I (b). ESSAYS.

1. Write an Essay on *one* of the following subjects :—

- (a) Outdoor games, and their influence on character.
- (b) Any religious festival you have witnessed or taken part in.
- (c) Boy Scouts.

2. Write an essay on *one* of the following subjects, following the general plan suggested :—

(a) *Fairy tales* : a brief account of any you have read : the charm and value of fairy tales—they please the imagination—impart useful lessons—excite interest in men and things—but are harmful if read to the detriment of more serious studies.

(b) *Companionship* : use of companions—to give help—to give advice—for the sake of amusement : result of companionship—seen in speech—in action : ‘as one lamp lights another, nor grows less, so nobleness enkindles nobleness’ ; the choice of companions, the keeping of companions.

SECOND PAPER.

1. Give in your own words the substance of *one* of the following :—

- (a) Is life worth living ? Yes, so long
 As there is wrong to right,
 Wail of the weak against the strong,
 Or tyranny to fight :
 Long as there lingers gloom to chase
 Or streaming tear to dry,
 One kindred woe, one sorrowing face
 That smiles as we draw nigh ;
 Life is worth living still.
 So long as in this ocean realm,
 Victoria and her line
 Retain the heritage of the helm
 By loyalty divine :
 So long as flashes English steel,
 And English trumpets shrill,
 He is dead already who doth not feel
 Life is worth living still.

(b) As we surpass our father's skill,
 Our sons will shame our own ;
 A thousand things are hidden still
 And not a hundred known.
 And had some prophet spoken true
 Of all we shall achieve,
 The wonders were so widely new,
 That no man would believe.
 Meanwhile, my brothers, work and wield
 The forces of to-day.
 And plow the Present like a field,
 And garner all you may !
 You, what the cultured surface grows
 Dispense with careful hands ;
 Deep under deep for ever goes,
 Heaven over heaven expands.

2. Give in simple English the substance of any *two* of the following passages :—

(a) Blessings on him that first invented sleep ! It wraps a man all round like a cloak. It is a delicious moment certainly—that of being well nestled in bed, and feeling that you shall drop gently to sleep. The good is to come, not past : the limbs have been just tired enough to render the remaining in one posture delightful : the labour of the day is done. A gentle failure of the perceptions comes creeping over one, the spirit of consciousness disengages itself more and more, with slow degrees, like a mother detaching her hand from that of her sleeping child ; the mind seems to have a balmy lid closing over it, like the eye ;—'tis closing ; 'tis more closing ; 'tis closed.

(b) The principal source of gratification derived by the European traveller, on his sojourn in a country village in Hindustan, is the diversity of new and attractive objects, which are continually presented to view in his excursions through the neighbouring hamlets. The truth of this was never perhaps more fully developed to the mind of the traveller, than on the following occasion. It was about the hour of twelve or one when we found ourselves in the midst of a forest, on our return from shooting. Suddenly there appeared in front of us a bevy of elephants, about fifty in number ; they were proceeding to join some of the Company's infantry regiments, having halted in a plain of the forest, interspersed with lofty trees, the higher leaves of which were of singular extension, and formed a complete shelter from the sun's rays. Some of the elephants were of an enormous size. They appeared perfectly tame, suffering me to approach close to them, while they were occupied in helping themselves with their trunks to the leaves of trees, furnished by their keepers. The appearance of so many of these colossal animals, feeding themselves, and tossing immense boughs in the air with their huge trunks, was

a superb spectacle. Some were on the ground, apparently dozing ; others busily engaged in cooling themselves by spirting water through their trunks over their bodies, in fondling one another, or beating off the flies with the flaps of their ears. The bright glare of the atmosphere ;—the wild grandeur displayed in the surrounding landscape ;—the novel group of men and animals before me ; altogether conveyed to my mind an enviable sensation of delight.

(c) Hannibal's strong sense of being the instrument of his country's gods to destroy their enemies haunted him by night and possessed him by day. In his sleep he fancied that the supreme god of his fathers had called him into the presence of all the gods at Carthage who were sitting on their thrones in council. There he received a solemn charge to invade Italy ; and one of the heavenly council went with him, and with his army, to guide him on his way. He went on, and his divine guide commanded him, 'See that thou look not behind thee.' But after a while, impatient of the restraint, he turned to look back, and there he beheld a huge and monstrous form, thick set all over with serpents : wherever it moved, orchards and woods and houses fell crashing before it. He asked of his guide in wonder what was that monster form. The god answered, 'Thou seest the desolation of Italy ; go on thy way, straight forward, and no look behind.' Thus, with no divided heart, and with an entire resignation of all personal and domestic enjoyments for ever, Hannibal went forth, at the age of twenty-seven, to do the work of his country's gods, and to redeem his early vow.

3. Expand the following :—

Four things come not back ; the spoken word—the sped arrow—the past life—and the neglected opportunity.

4. Change the following into the indirect form of speech :—

I am a merchant from distant parts. On my journey last night met with thieves, who stripped me of purse and all that I had ; and now I must seek my only friend in this town, a squire at the King's palace. He will be glad, I know, to lend me what I ask. Only set me down at the palace gates, and I shall soon be in a position to pay you handsomely for this morning's kindness. Tell me your name, friend, and where you live.

5. (a) Fill up the blanks in the following :—

(i) You are much stronger—you used to be.

(ii) Wait here—I return.

(iii) Many years have passed—I saw you last.

(iv) Either you—I must go to Bombay to meet him.

(b) Form a noun from *fluid*, an adjective from *sympathy*, a verb from *liquid* and construct a short sentence to illustrate the meaning of the words formed by you.

6. Construct sentences containing examples of (a) a noun clause and (b) an adjective clause and (c) a cognate object.

7. (a). Parse the words italicised in the following :—

- (i) Wait a *little*.
- (ii) *Few* shall part where many meet.
- (iii) *Why* are you late this morning ?

(b) Construct short sentences using an appropriate preposition after any *three* of the following :—

Acceptable, fertile, productive, enlist.

8. Write sentences containing any *four* of the following :—

In spite of ; in accordance with ; all along ; by degrees ; all the same ; as well as ; once in a way ; at first hand.

1919.

ENGLISH.

FIRST PAPER.

ESSAY.

1. Write an essay on *one* of the following subjects :—

- (a) Your last day at school.
- (b) The advantages and disadvantages of having a good memory.
- (c) Characteristics of an Indian summer.

2. Write an essay on *one* of the following subjects, following the general plan suggested :—

(a) *Love of home* :—what home is—'home does not consist merely in a house'—what we owe to home—the father's care, the mother's love, the love of family ; 'children have their part in making home what it is', they can make home beautiful, they can make home happy.

(b) *Discipline* :—its meaning—its need and importance—on the battlefield, at home, in the school ; concluding remarks.

SECOND PAPER.

1. Give in simple English the substance of *any two* of the following passages :—

(a) The whole brigade scarcely made one effective regiment according to the numbers of continental armies ; yet it was more than we could spare. As they rushed towards the front the enemy fired on them. We could scarcely believe the evidence of our senses ! Surely the handful of men are not going to charge ? Alas, it was but too true. Their desperate valour knew no bounds, and far indeed was it removed from its so-called better part—discretion. They advanced in two lines, quickening their pace as they closed towards the enemy. A more fearful spectacle was never witnessed than by those who, without power to aid, beheld their heroic countrymen rushing into the arms of death. At the distance of one thousand two hundred yards the whole line of the enemy poured forth, from thirty iron mouths, a flood of smoke and flame, through which hissed the deadly balls. Their flight was marked by instant gaps in our ranks, by steeds flying wounded or riderless across the plain.

(b) There are few prettier sights than the beach at a sea-side town on a fine summer's day ; the merry waves sparkling in the sunshine, and chasing one another to the shore ; the water and sky each bluer than the other, while the sea seems as if it had nothing to do but to laugh and play with the children on the sands ; the children perseveringly making castles with spades and pails, which the waves then run up to and wash away, over and over again, until evening comes and the children go home, when the sea makes everything smooth and ready for the next day's play

(c) When I compare the position of the reader of to-day with that of his predecessor of the sixteenth century, I am amazed at the ingratitude of those who are tempted, even for a moment, to regret the invention of printing and the multiplication of books. There is now no state of mind to which a man may not administer the appropriate nourishment or medicine at the cost of reaching down a volume from his bookshelf. In every branch of knowledge more is known, and what is known is more accessible than it was to our ancestors. The lighter forms of literature, which have added so vastly to the happiness of mankind, have increased beyond powers of computation ; nor do I believe that there is any reason to think that they have elbowed out their more serious and important brethren.

2. *Either*, Give in your own words the substance of the following poem :—

God save our gracious king,
Long live our noble king,
God save the king !

Send him victorious,
 Happy and glorious,
 Long to reign over us,
 God save the king !
 Thy choicest gifts in store.
 On him be pleased to pour,
 Long may he reign !
 May he defend our laws,
 And ever give us cause
 To sing with heart and voice,
 God save the king !

Or, Read the following poem carefully, describe the giant as he first appeared, and describe him as he appears in the second stanza. What caused the change in the giant's appearance ?

There came a giant to my door,
 A giant fierce and strong ;
 His step was heavy on the floor,
 His arms were ten yards long.
 He scowled and frowned ; he shook the ground
 I trembled through and through ;
 At length I looked him in the face
 And cried, 'Who cares for you ?'
 'The mighty giant, as I spoke,
 Grew pale and thin and small,
 And through his body, as 't were smoke.
 I saw the sunshine fall.
 His blood-red eyes turned blue as skies :
 'Is this', I cried, with growing pride,
 'Is this the mighty foe ?
 He sank before my earnest face,
 He vanished quite away,
 And left no shadow in his place
 Between me and the day.
 Such giants come to strike us dumb,
 But, weak in every part,
 They melt before the strong man's eyes,
 And fly the true of heart.

3. Amplify the following :—

Banish evil words and strife ;
 Keep thy heart a temple holy ;
 Love the lovely, aid the lowly ;
 Thus shall each day be a jewel
 Strung upon thy thread of life.

4. Insert an appropriate preposition after *any four* of the

following, and construct short sentences to illustrate their meaning :—

At variance—; make the best—; in keeping—; make an end—; in virtue—; lay stress—;

5. Account for the presence or absence of an article before the words italicized in the following pairs of sentences :—

- (a) *Man* is mortal,
I saw the *man* passing that way.
- (b) The *safety* of the country is at stake.
He went into the country for *safety*.
- (c) Many are called, but *few* are chosen.
A *few* are sure to be chosen.

6. Construct short sentences to illustrate the difference in usage between the following :—

Very and *much* ; *very much* and *too much* ; *each other* and *one another*.

7. Compose (a) an interrogative sentence (b) an exclamatory sentence, and (c) a complex sentence.

8. (a) Give the plural of any *four* of the following words :—
Crisis, fowl, cherub, Miss Brown, man-trap, father-in-law.

(b) Correct the following sentences :—

- (i) Between you and I, there is much reason in what he says.
- (ii) Do you know who you are speaking to ?
- (iii) He was resolved of going to the front.
- (iv) He believed in a strict observance after times and fashions.

1920.

ENGLISH.

FIRST PAPER.

ESSAY.

1. Write an Essay on *one* only of the following subjects :—

- (a) The blessings of Peace.
- (b) A sunset scene in an Indian village.
- (c) A walk through a main thoroughfare of Calcutta or of any other Indian town with which you are familiar.

2. Write an Essay on *one* of the following subjects, following the outline suggested as closely as you can :—

(a) *Habits* : what are habits—how are habits formed—importance of habits—our character depends on habits—all habits are difficult to change—good habits and bad habits—examples—concluding remarks.

(b) *Amusements* : what is meant by the term—necessity for amusements—‘all work and no play makes Jack a dull boy’—kinds of amusements—indoor and outdoor games—what we learn from games.

SECOND PAPER.

1. Give a summary (of about a hundred words) of the following giving an account of the story without superfluous detail :—

The city of Troy having been captured by the Greeks, the conquerors, after the first excitement of plunder had abated, began to feel pity for the misfortunes of the vanquished, and caused proclamation to be made, that every free-born citizen should be permitted to take away with him any one thing which he valued more highly than all else which had belonged to him. Upon this Aeneas surrendered everything else to have possession of his household gods. This conduct, however, excited in the minds of the Greeks so high an admiration of his piety that they gave him further leave to take away what he now valued most highly of all the things that remained. Immediately he took upon his shoulders and carried out of the burning town his aged father, who was so infirm as to be unable to escape without assistance. This evidence of filial affection raised still more highly the admiration of the victors, and they allowed him to take everything which he had possessed. They declared that it would be unnatural in them to be enemies to men who gave such proof of piety to the gods and of dutiful affection to parents.

2. *Either*, (a) Read the following carefully and describe the scene as it presents itself to your imagination :—

Nothing is more dramatic and affecting than the fall of a lofty oak. The repeated blows of the axe leave the great tree at first unshaken and haughty ; the wood-cutters redouble their efforts, and at times the trunk trembles and quivers from the base to the summit like a living personality. The steel of the axe makes the bark, sapwood, and the heart of the wood fly in showers ; but the tree recovers its immobility and firmly submits to the assault of the cutters. To see it still straight and proud in the air ;

it seems as if it would never fall. Suddenly the wood-cutters draw back ; there is a moment of waiting which is terribly solemn, then suddenly the enormous trunk sways, and falls to the ground with a tragic crash of broken branches. A sound like a lamentation runs through the hazy forest ; then all becomes silent again, and the wood-cutters with unconscious emotion contemplate the giant lying on the ground.

Or, (b) Reproduce in simple English the substance of the following passage :—

It is a wise ordination of Providence that animals are generally mild in character, and gentle in their habits, in proportion to their bulk. How admirably is this merciful distribution of nature adapted to the condition of things since the fall of man in Paradise ! If the elephant were ferocious in proportion to its might, every country in which it could find a refuge would soon become a scene of utter devastation. If the tiger had the elephant's amazing bulk and prodigious strength, combined with the lion's courage and its own peculiar fierceness, what would become of the population of those countries where it now prowls in search of baser prey than man, only because it fears the highest order of God's creatures upon earth, and is by nature as cowardly as it is ravenous ? The crocodile, indeed, and the shark are ferocious in proportion to their size and strength, but their sphere of action is circumscribed ; so that man, under any circumstances, could have comparatively little to apprehend from the tremendous powers of destruction with which they are gifted.

3. *Either, (a)* Write a short paragraph about a dozen lines on the following.

‘Work is only well done when it is done with a will.’

Or, (b) Enlarge on the following anecdote, adding your own reflections :—

When Stephen of Colonna fell into the hands of his base assailants, and they asked him in derision, ‘Where is now your fortress ?’ ‘Here,’ was his bold reply, placing his hand upon his heart.

4. Express in simple prose the sense of the following :—

Just a mother, with sweet, pious face,
 Yearns towards her little children from her seat,
 Gives one a kiss, another an embrace,
 Takes this upon her knees, that on her feet ;
 And while from actions, looks, complaints, pretences,
 She learns their feelings and their various will,
 To this a look, to that a word, dispenses,
 And, whether stern or smiling, loves them still ;

So Providence for us, high, infinite,
 Makes our necessities its watchful task.
 Harkens to all our prayers, helps all our wants,
 And e'en if it denies what seems our right :
 Either denies because 't would have us ask,
 Or seems but to deny, and in denying grants.

5. (a) Form a verb from *head* and an adjective from *care* ; and write a sentence to illustrate the meaning of each.

(b) Construct *two* sentences to illustrate the use of any *two* of the following :—

(i) *shoulder* as a verb, (ii) *still* as a noun, and (iii) *since* as a preposition.

6. Distinguish between a *phrase* and a *clause* and give an example of (a) a noun clause, (b) an adjective clause and c) an adverb clause.

7. Give an example, one in each case, of any *two* of the following :—

- (a) An abstract noun to express a concrete object.
- (b) The nominative absolute used with a present participle.
- (c) A collective noun with a singular verb.
- (d) A case in apposition.

8. Construct short sentences introducing any *two* of the following, so as to show that you understand their meaning—

To lose one's head, to cast about for, to turn over a new leaf, to make much of, to strike home, to come to terms.

9. (a) Turn the following from Wordsworth's *We are seven* into the indirect form of speech :—

'Sisters and brothers, little Maid,
 How many may you be ?'
 'How *many* ? Seven in all', she said,
 And wondering looked at me.
 'And where *are* they ? I pray you tell'.
 She answered, 'Seven are we ;
 And two of us at Conway dwell,
 And two are gone to sea.'
 'You say that two at Conway dwell,
 And two are gone to sea :
 Yet ye are seven !—I pray you *tell*,
 Sweet Maid, how this may be.'

(b) Parse any *two* of the words in italics in the above.

1921.

ENGLISH.

FIRST PAPER. PART (B)

ESSAY.

1. Write an Essay on *one only* of the following subjects :—

- (a) The season of the year you like best.
- (b) Any incident in the Great War of which you may have read.
- (c) 'The hand that rocks the cradle rules the world.'
- (d) 'Tell me not in mournful numbers,
Life is but an empty dream.'

2. Write an Essay (of about 20 lines) on *one only* of the following subjects, *keeping as closely to the outline given as you can* :—

(a) Any public function (not connected with your school) you have recently attended : its nature and occasion—when and where it was held—who played the leading part in it—some account of the spectators present—any special features of interest—the impressions it produced in your mind—comments and concluding reflections.

(b) A village *pathshala* : a short descriptive account of it—how it compares with a modern school—the purpose it serves—its distinguishing features—the relations it fosters between the *guru* and his pupils—illustrations from actual experience, if any—general remarks.

(c) Your daily life : your work at home and at school—your recreations—your favourite companions.

SECOND PAPER.

1. Construct a fable out of the following and add the moral it teaches :—

A stag admired his horns and blamed his feet, but when the hunter came, his feet saved him, and afterwards, caught in the thicket, his horns destroyed him.

2. Develop the idea contained in the following passage *in the form of a short Essay* :—

The Emperor Vespasian, being sick with the disease of which he died, did not for all that neglect to inquire after the state of the empire, and even in bed continually despatched very many affairs of

great consequence. Being reproved for this by his physician, as a thing prejudicial to his health, 'An emperor,' said he, 'should die standing. A fine saying, worthy of a prince. And kings should be often put in mind of it, to make them know that the great office conferred upon them is not an employment of ease ; and that there is nothing that can so justly disappoint a subject and make him unwilling to expose himself to labour and danger for the service of his king, as to see him in the meantime devoted to his own pleasures and unmanly delights.

3. Ulysses, king of Ithaca, had left his dog behind when he embarked for Troy, and found him on his return after twenty years.

Either, Read the following story, and re-write it in simple prose *omitting no detail*, and expressing *as pointedly as you can* the contrast between the behaviour of the dog and that of Ulysses' own people towards him :—

When wise Ulysses, from his native coast
 Long kept by wars, and long by tempests tost,
 Arrived at last, poor, old, disguised, alone,
 To all his friends, and even his queen unknown ;
 Changed as he was, with age, and toils, and cares,
 Furrowed his reverend face, and white his hairs,
 In his own palace forced to ask his bread,
 Scorned by those slaves his former bounty fed,
 Forgot of all his own domestic crew ;
 The faithful dog alone his rightful master knew.
 Unfed, unhoused, neglected, on the clay,
 Like an old servant cashiered he lay ;
 Touched with resentment of ungrateful man,
 And longing to behold his ancient lord again.
 Him when he saw—he rose, and crawled to meet,
 ('Twas all he could) and fawned, and kissed his feet,
 Seized with dumb joy—then falling by his side,
 Owned his returning lord, looked up and died !

Or, Read the above story, and taking it as your text, write a short Essay on the Fidelity of Dogs.

4. *Either*, Read the following story, and write a paragraph of about twenty lines on *the lessons you learn from it* :—

A dervise was journeying alone in a desert, when two merchants suddenly met him. 'You have lost a camel,' said he to the merchants. 'Indeed we have,' they replied. 'Was he not blind in the right eye, and lame in the left leg ?' Said the dervise. 'He was,' replied the merchants. 'Had he not lost a front tooth ?' said the dervise. 'He had,' rejoined the merchants. 'And was he not

loaded with honey on one side, and wheat on the other ?' 'Most certainly he was,' they replied ; 'and as you have seen him so lately, and marked him so particularly, you can in all probability conduct us to him.' 'My friends,' said the dervish, 'I have never seen your camel, nor ever heard of him, but from you.' 'A pretty story, truly,' said the merchants ; 'but where are the jewels which formed a part of his cargo ?' 'I have neither seen your camel, nor your jewels.' repeated the dervish. On this they seized his person, and forthwith hurried him before the Cadi, where, on the strictest search, nothing could be found upon him, nor could any evidence whatever be adduced to convict him either of falsehood or of theft. They were then about to proceed against him as a sorcerer, when the dervish, with great calmness thus addressed the court : 'I have been much amused with your surprise, and own there has been some ground for your suspicions ; but I have lived long, and alone, and I can find ample scope for observation, even in a desert. I knew that I had crossed the track of a camel that had strayed from its owner, because I saw no mark of any human footstep on the same route ; I knew that the animal was blind in one eye, because it had cropped the herbage only on one side of its path ; and I perceived that it was lame in one leg, from the faint impression which that particular foot had produced upon the sand ; I concluded that the animal had lost one tooth, because, wherever it had grazed, a small tuft of herbage had been left uninjured in the centre of the bite. As to that which formed the burden, the busy ants informed me that it was corn on the one side, and the clustering flies that it was honey on the other.

Or, Give the substance of the following passage in your own words, in a paragraph of about twenty lines :—

'Certain objections have been made to the system of competitive examinations. Some people say it leads to cramming. It often happens that when mankind seize upon a word they imagine that word to be an argument, and go about repeating it, thinking they have arrived at some great and irresistible conclusion. So, when they pronounce the word 'cramming' they think they have utterly discredited the system to which that word is by them applied. Some people seem to imagine that the human mind is like a bottle, and that when you have filled it with anything you pour it out again and it becomes as empty as it was before. That is not the nature of the human mind. The boy who has been crammed, to use the popular word, has, in point of fact, learned a great deal, and that learning has accomplished two objects. In the first place the boy has exercised the faculties of his mind in being crammed, and in the next place there remains in his mind a great portion of the knowledge so acquired, and which probably forms the basis of future attainment in different branches of education. Depend upon it that the boy who is crammed, if he is crammed successfully, not only may

succeed in the examination for which he is preparing, but is from that time forward more intellectual, better informed, and more disposed to push forward the knowledge which by that cramming he has acquired.'

5. *Either*, Write a short note on the structure of a sentence in English, illustrating your answer by reference to (a) a simple sentence, (b) a compound sentence, and (c) a complex sentence.

Or, State and illustrate the main rules for the sequence of tenses in English.

6. *Either*, Distinguish between an adjective and an adverb, and give an example to show that the same word may be used as both.

Or, What exactly is meant by the phrase 'part of speech,' and what by the term 'parse'?

7. *Either*, Write *two* short sentences (a) using *book* as a verb, and (b) *round* as a noun; and state what other parts of speech each of these words may be.

Or, Give an example (a) of a noun which has two meanings in the singular and one in the plural, (b) of a noun which has one meaning in the singular and two in the plural; (c) of a noun which acquires a different meaning in the plural; and write short sentences to illustrate the difference in meaning in each case.

8. *Either*, Take the conversation, given in question 4 between the dervish and the merchants before they seized him, and write it in the indirect form of speech.

Or, Write sentences to illustrate the correct use of any *five* of the following expressions :—*to run to waste, to go a long way, to make headway, to break loose, to chime in with, to come to a head, to set at naught, to pay one's way.*

1922.

ENGLISH.

FIRST PAPER. PART (B).

ESSAY.

1. Write an Essay on *one* of the following subjects :—

(a) The Census.

(b) Value of time.

(c) Pursuit of knowledge under difficulties.

(d) The visit of the Prince of Wales.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) MANUAL TRAINING :—

- (i) What is meant by it ?
- (ii) Folly of contempt for manual work.
- (iii) Value of manual training :—
 - (1) Carpentry, gardening &c ;
 - (2) Utility ;
 - (3) Development of ingenuity and inventiveness ;
 - (4) Physical exercise.
- (iv) Manual training in schools.
- (v) Manual training—a part of complete education.

(b) STRIKES :—What they mean—causes—some well-known strikes at home and abroad—advantages and disadvantages—strikes by students to be condemned, because subversive of discipline.

(c) LYING :—What it is—wilful attempt to deceive or mislead : words may be true and yet a lie because meant to deceive—there may be lies without words—why wrong ?—consequence to a liar—not believed even when speaking truth—Fable 'Crying Wolf.'

SECOND PAPER.

1. Give the main ideas contained in any *two* of the following extracts :—

(a) A great deal of talent is lost to the world for the want of a little courage, every day sends to their graves a number of obscure men who have only remained obscure because their timidity has prevented them from making a first effort ; and *who* if they could only have been induced to begin would in all probability have gone great *lengths* in the career of fame. The fact is, that to do anything in this world worth *doing*, we must not stand shivering on the brink, and thinking of the cold and danger, but jump in and scramble *through* as well as we can. It will not do to be perpetually calculating risks and adjusting nice chances. If a man waits and doubts and hesitates, and consults his brother and his uncle and his first cousins and particular friends, he one day *finds* that he is sixty-five years of age ; that he has lost too much time in consulting first cousins and particular friends, that he has no more time left to follow their advice.

(b) Higher, higher will we climb
 Up the mount of glory,
 That our names may live through time
 In our country's story.

Happy, where her welfare calls,
 He who conquers, he who falls.
 Deeper, deeper let us toil
 In the mines of knowledge,
 Nature's wealth and learning's spoil
 Win from school and college;
 Delve we there for richer gems
 Than the stars of diadems.

(c) Of all the amusements which can possibly be imagined for a hard-working man, after his daily toil, there is nothing like reading an entertaining book. It calls for no bodily exertion, of which he has had enough. It relieves his home of its dullness. It transports him to a livelier and more interesting scene; and while he enjoys himself there, he may forget the evils of the present moment. Nay, it accompanies him to his day's work, and if the book he has been reading be anything above the very idlest and lightest, gives him something to think of besides the drudgery of his everyday occupation. If I were to pray for a taste which should stand me in stead under every variety of circumstances, and be a source of happiness and cheerfulness through life, it would be a taste for reading. Give a man this taste, and the means of gratifying it, and you can hardly fail of making a happy man, unless, indeed, you put into his hands a most perverse selection of books. You place him in contact with the best society in every period of history, with the wisest, the wittiest, with the tenderest, the bravest and the purest characters which have adorned humanity. You make him a citizen of all nations, a contemporary of all ages.

2. Construct a short dialogue based upon the following :—

Part of Calcutta has been ravaged by fire. You walk among the charred ruins of houses by the side of the Hooghly. You meet a poor man issuing from those ruins and fall into conversation. You discover in the course of your conversation that he has been searching in vain in the remains of his house for a small bag of money, the savings of his lifetime, which had been left in the hurry of escape. His wife and children were conveyed to the other side of the river by boat. There they are lodged with a poor cobbler who cannot afford to feed them for long. The poor man is in despair at the loss of his money and is deeply grateful when you offer him sufficient to keep him and his family until he can obtain some work.

3. Illustrate by sentences *four* different uses of the words 'fair' and 'fast.'

4. *Either*, Explain the force of the prepositions in *two* of the following :—

- (a) He died a few months ago *of* cancer.
- (b) *With* all his learning he had but little judgment.
- (c) The lifeboat made straight *for* the sinking ship.
- (d) He claims his descent *from* a Norman baron.

Or, Substitute one word for each of the phrases in italics in *two* of the following :—

- (a) He was forced to *say* this *all over again*.
- (b) The door was *partly open*.
- (c) The sight of the town *inspired* her *with courage*.
- (d) She had *taken upon herself* to awaken the others.

5. *Either*. Parse the words italicised in question 1. (a).

Or, Analyse :—

Another man, whose life I had once saved after he had been tossed by a buffalo, attempted to spear the lion while he was mangling my servant.

6. Turn into the indirect form of narration :—

'I wish I were a king's son,' cried a poor boy as he sat on some straw in his wretched home. 'Why do you wish that, my boy?' asked his teacher, who had entered unobserved. 'Why, Sir, I was standing by the palace gate this morning to see all the great folk going to court splendidly dressed, in fine carriages. I thought how happy they must be to be allowed to see the queen and to enter the beautiful palace.' 'What would you think if I told you that you might be a king's son if you choose, this very moment?' asked the teacher.

7. Construct sentences explaining the difference between :—

human and *humane* ; *momentary* and *momentous*.

8. Correct *three* of the following :—

- (a) Until you remain idle you will make no progress.
 - (b) I wish I was dead.
 - (c) Unless you do not walk fast you cannot get to school in time.
 - (d) The train is running in time.
 - (e) I called upon your shop yesterday.
 - (f) He is devoted to gambling.
-

1923.

ENGLISH.

FIRST PAPER.

PART I (b). ESSAYS.

Candidates are required to give their answers in their own words as far as practicable.

1. Write an Essay on *one* of the following subjects :—

- (a) Any great Indian hero or heroine.
- (b) Obedience to Parents.
- (c) Travelling—its educative value.
- (d) Games—the lessons we learn from them.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) DUTY :—

(i) *What is meant by it ?*—Duty is what is due from us :
(a) to God, and (b) to others.

(ii) *Duty in childhood.*—As soon as a child begins to think, it begins to owe duties—mainly first to its parents—cheerful and prompt obedience.

(iii) *Duties of youth.*—At school—to learn lessons and keep the rules.—In the playground—learning to be a true sportsman—to play fairly and keenly—to take a beating cheerfully and a win without exultation.

(iv) *Duties of manhood.*—Duties to one's employer, to one's country, to one's fellow citizens—to the weaker of the community—performance of daily duties builds up a character which will respond to any demand made of it.

(b) TEA :—

(i) *Where found.*—China, Japan, Ceylon, India, other countries of a similar climate.

(ii) *How grown.*—On sloping ground—seeds sown in rows from 4 to 6 feet apart—needs a hot sun, copious rain at intervals—plant suffers if water-logged.

(iii) *Description.*—Tree about 5 or 6 feet high—leaf, one or two inches in length—green and oval in shape—young and tender leaf gives the best tea.

(iv) *How manufactured.*—Leaves gathered three or four times a year—the first gathering the best.—Leaves collected in shallow baskets—exposed to the air and sun for some hours—the

first or partial roasting—the rolling and the curling—now chiefly done by machinery, but formerly by the hand—the final roasting, which makes them dry, brittle, and fit for use.

(c) PRESERVATION OF HEALTH :—

(i) *Health*—one of the greatest blessings of life. Its great importance—‘A sound mind in a sound body.’

(ii) *Necessary requisites for the preservation of health.* (a) Proper digestion ; (b) the lungs must act freely ; (c) the exercise of the several organs ; (d) cleanliness ; (e) sound sleep for a number of hours—not less than six and more than eight ; (f) the house we live in must be dry and well ventilated.

(iii) *The precautions to be taken.*—Must not take unwholesome food—avoid indulgence in any intoxicating liquors or drugs—must not put on damp clothes or expose ourselves to the cold—must not over-study nor over-work

SECOND PAPER.

1. Give the main ideas contained in any *two* of the following extracts :—

(a) Give a man a taste for reading and the means of gratifying it and you place him in contact with the best society in every period of history, with the wisest, the wittiest, the bravest, and the purest characters who have adorned humanity. You make him a denizen of all nations, a contemporary of all ages. It is hardly possible but that the character should take a higher and better tone from the constant habit of associating, in thought, with a class of thinkers above the average of humanity. It is morally impossible but that the manners should take a tinge of good breeding and civilization from having constantly before one's eyes the way in which the best-bred and the best-informed men have talked and conducted themselves in their intercourse with each other.

(b) I am Pallas Athene ; and I know the thoughts of all men's hearts, and discern their manhood or their baseness. From the souls of clay I turn away, and they are blest, but not by me. But to the souls of fire I give more fire, and to those who are manful I give a might more than man's. These are the heroes who are blest, but not like the souls of clay. I drive them forth by strange paths that they might fight the enemies of gods and men. Through doubt and need, danger and battle, I drive them ; and some of them are slain in the flower of youth ; no man knows when or where ; and some of them win noble names, and a fair and green old age ; but what will be their latter end, I know not, and none, save Zeus, the father of gods and men.

(c) ‘Show me a man's companion’, says the proverb, ‘and I will tell you what the man is’ ; and this is, and must be true ; because all

men seek the society of those who think and act somewhat like themselves : sober men will not associate with drunkards, frugal men will not like spendthrifts, and the orderly and decent shun the noisy and the disorderly. It is for the vulgar to herd together ; but there is a class rather higher which is still more blameable. I mean the gay companions who come together to do little but talk, and who are so fond of talk that they go from home to get it. The conversation among such persons has nothing of instruction in it, and is generally of a vicious tendency. Young people naturally seek the society of those of their own age ; but be careful in choosing your companions ; and lay this down as a rule never to be departed from, that no youth, nor man, ought to be called your friend who is addicted to indecent talk or who is fond of low society.

2. Give in your own words the substance of *one* of the following :—

- (a) The spacious firmament on high
 With all the blue ethereal sky,
 And spangled heavens, a shining frame,
 Their great original proclaim.
 Th' unwearied sun, from day to day,
 Does his Creator's power display ;
 And publishes, to every land,
 The work of an Almighty hand.
 Soon as the evening shades prevail,
 The moon takes up the wondrous tale ;
 And nightly, to the listening earth,
 Repeats the story of her birth :
 Whilst all the stars that round her burn,
 And all the planets, in their turn,
 Confirm the tidings as they roll,
 And spread the truth from pole to pole.
- (b) If a lagging brother falls behind,
 And drops from the toiling band ;
 If fear and doubt put his soul to rout,
 Then lend him a helping hand.
 Cheer up his heart with words of hope,
 Nor season the speech with gall :
 In the great highway, on the busiest day,
 There's room enough for all.
 If a man with the tread of a pioneer
 Slips out on your track ahead,
 Don't grudge his start with an envious heart,
 For the mightiest once were led.
 But gird your loins for the coming day—
 Let nothing your heart appeal ;
 Catch up, if you can, with the forward man
 There is room enough for all.

3. Write about 10 lines developing the idea contained in the following :—

Full many a gem of purest ray serene,
The dark unfathomed caves of ocean bear ;
Full many a flower is born to blush unseen,
And waste its fragrance in the desert air.

4. *Either*, Turn into indirect narration :—

‘Alas ! child,’ said his mother, ‘I have not a bit of bread to give you ; you ate up all the provisions I had in the house yesterday. But I have a little cotton, which I have spun ; I will go and sell it and buy bread, and something for our dinner.’ ‘Mother’, replied Aladdin keep your cotton for another time, and give me the lamp I brought home with me yesterday ; I will go and sell it, and the money I shall get for it will buy both breakfast and dinner, and perhaps supper too.’

Or,

Write sentences explaining the difference between—confer with, confer upon ; prevail over, prevail with ; official, officious.

5. Insert appropriate prepositions in the places left blank below :—

He was a man—intellect and culture, who always kept—himself a high ideal, and sought to translate it—practice. He did not always succeed—his attempts to do so, but great credit is still due—him for his noble attempts. He always looked—himself as a student, and though his appetite—knowledge was never fully satisfied, he found—his studies the greatest delight—life. But—all his learning and high character, he sometimes failed to carry his plans through, for the people around had not his vision and insight.

6. *Either*, Distinguish between (a) a gerund and a verbal noun, (b) an interrogative adverb and a relative adverb, and give an example of each.

Or,

Correct the following :—

- (a) Have you eaten your dinner ?
 - (b) He has taken admission into the school.
 - (c) He was friendly with me long before.
 - (d) He says good English.
-

1924.

ENGLISH.

FIRST PAPER.

PART I (b) ESSAY.

1. Write an Essay on *one* of the following subjects :—

- (a) Kindness to Animals.
- (b) The Sermon on the Mount.
- (c) The Utility of the Study of Science.

2. Write an Essay on *one* of the following subjects, following the general plan suggested :—

(a) The bazaar of a prosperous village of Bengal :—

- (i) Definition.
- (ii) Name, situation.
- (iii) Detailed description of bazaar : type of buildings or sheds ; articles exposed for sale.
- (iv) The Indian bazaar and a Calcutta market under municipal control : a comparison and contrast.
- (v) Benefits derived ; reflections.

(b) The Cow :—

- (i) Appearance.
- (ii) Habits.
- (iii) Food.
- (iv) Milk and its different products.
- (v) Cow-dung and its uses.
- (vi) Preservation of cows.

SECOND PAPER.

1. Give the main ideas contained in any *two* of the following extracts :—

(a) The chief business of war is to destroy human life, to batter down and burn cities, to turn fruitful fields into deserts, to scourge nations with famine, to multiply widows and orphans. Are these honourable deeds? Grant that a necessity for them may exist : it is a dreadful necessity, such as a good man must recoil from ; and though it may exempt them from guilt, it cannot turn them into glory. We have thought that it was honourable to heal, to save, to mitigate pain, to snatch the sick from the jaws of death. We have placed among the revered benefactors of the human race, the discoverers of arts which alleviate human sufferings, which prolong, comfort, adorn, and cheer human life ; and if these arts are honourable, where is the glory of multiplying and aggravating tortures and death ?

(b) Some people seem to imagine that the human mind is like a bottle, and that when you have filled it with anything you pour it out again and it becomes as empty as it was before. That is not the nature of the human mind. The boy who has been 'crammed' has, in point of fact, learned a good deal, and that learning has accomplished two objects. In the first place the boy has exercised the faculties of his mind in being 'crammed' and in the next place there remains in his mind a great portion of the knowledge so acquired, and which probably forms the basis of future attainment in different branches of education. Depend upon it that the boy who is successfully 'crammed' may not only succeed in the examination for which he is preparing, but is from that time forward more intellectual, better informed, and more disposed to push forward the knowledge which by that 'cramming' he has acquired.

(c) The fearlessness which brave men share with brave beasts is generally, but not always, accompanied by bodily vigour. It is, however, something more than a mere bodily quality; and it is a much higher quality in men than in brutes. For men have thinking and reasoning powers, which the brutes have not; and I am sure we shall all agree that, when we are prompted by reason and conscience to face pain and danger in a good cause, our bravery is nobler than that of the brutes who are often impelled by mere natural instinct of self-defence, or blind appetite and rage. It is enough for animals to do what their nature leads them to do without understanding why they do it. But it is not enough for us to whom God has given also the intellectual faculty; for unless we act conformably to the nature and constitution of each thing, we shall never attain our true end.

2. Give in your own words the substance of any *two* of the following :—

- (a) We have not wings, we cannot soar ;
But we have feet to scale and climb,
By slow degrees, by more and more,
The cloudy summits of our time.
- (b) The heights by great men reached and kept,
Were not attained by sudden flight,
But they, while their companions slept,
Were toiling upward in the night.
- (c) Do thy work ; it shall succeed
In thine or in another's day ;
And if denied the victor's meed ;
Thou shalt not lack the toiler's pay.
- (d) Faith shares the future's promise ; Love's
Self-offering is a triumph won ;
And each good thought or action moves
The dark world nearer to the Sun.

- (e) Life is real ! Life is earnest !
And the grave is not its goal ;
'Dust thou art, to dust returnest,'
Was not spoken of the soul.
- (f) Not enjoyment, and not sorrow,
Is our destined end or way ;
But to act, that each to-morrow
Find us farther than to-day.

3. *Either*, Turn into indirect narration :—

'Really ?' said the General, 'His goods already belong to King Joseph ; he is under arrest. I will go beyond what they ask. I understand now the importance of the last request. Well, let him buy the eternity of his name, but Spain shall remember for ever his treachery and its punishment. I give up fortune and his life to whichever of his sons will fulfil the office of executioner. Go, and do not speak to me of it again.'

Or,

Construct sentences explaining the difference between : in fault, at fault ; succeed to, succeed in ; cry against, cry down ; bring about, bring forward.

4 *Either*, Define and give examples of the following : cognate object, objective complement, dative of interest, and gerundial infinitive.

Or,

Correct the following :—

- (a) We glory at being Hindus.
- (b) He is restrained in damaging the property at an order of the court.
- (c) The draining of the marsh freed the surrounding places of malaria.
- (d) The drowing man will catch up a straw.
-

1925.

ENGLISH.

FIRST PAPER.

PART (b). ESSAYS.

Candidates are required to give their answers in their own words as far as practicable.

1. Write an Essay on *one* of the following subjects :—

- (a) A gentleman.
- (b) The rights and duties of citizens.
- (c) A schoolboy's life.
- (d) Physical and moral courage.

2. Write an Essay on *either* of the following subjects, expanding the headings noted in connexion with it :—

(a) Sea-bath :—

- (i) Its curative properties.
- (ii) Its refreshing effects.
- (iii) Its dangers.
- (iv) Contrast with river-bath.

(b) Building up of character :—

- (i) Influence of good company.
- (ii) Influence of good books.
- (iii) Influence of an ideal life.
- (iv) Formation of good habits.
- (v) Resistance to temptation.
- (vi) Religious element.

SECOND PAPER.

1. Give the substance in simple English of *any two* of the following extracts :—

(a) Early in the beginning of that year the eagle eye of Sir George Campbell discovered from the watch-tower of Belvedere the approach of a formidable enemy in the north-western corner of the territories over which he bore sway. He looked at the sky, and behold, it was brass. He looked at the earth, and behold, it was flint. With characteristic energy he blew the note of alarm. Day after day, week after week, month after month, millions of the population looked up anxiously to the skies, to discover a cloud of the size even of a man's hand. But not a speck was seen in the blue canopy. The heavens had been completely shut up. When there was no doubt that famine would be sore in a part, at least, of Bengal, the supreme and the local governments made extraordinary exertions to store up food for starving millions. And yet it is a singular fact, that there

are people in India, both Englishmen and Indians, who thought that the famine was a hoax, that it was 'got up' by Sir George Campbell, and that the show was kept up by his able successor, Sir Richard Temple.

(b) There seems to be a general, though unconscious conspiracy existing against each other's individuality and manhood. We discourage self-reliance, and demand conformity. Each must see with others' eyes, and think through others' minds. We are idolaters of customs and observances, looking behind, not forwards and upwards. Pinned down and held back by ignorance and weakness, we are afraid of standing alone, or of thinking and acting for ourselves. Conventionalism rules all. We fear stepping out into the free air of independent thought and action. We refuse to plant ourselves upon our instincts, and to vindicate our spiritual freedom. We are content to bear others' fruit, not our own. In private affairs, the same spirit is alike deleterious. We live as society directs, each according to the standard of our class. We have a superstitious reverence for custom. So long as we do this, we are 'respectable' according to class notions. Thus many rush open-eyed upon misery, for no better excuse than a foolish fear of 'the world.'

(c) In the English nature there were and are two antagonistic tendencies—visible alike in our laws, in our institutions, in our religion, in our families, in the thoughts and actions of our greatest men—a disposition on the one hand to live by rule and precedent, to distrust novelties, to hold the experience of the past as a surer guide than the keenest conclusions of logic, and to maintain with loving reverence the customs, the convictions, and traditions which have come down to us from other generations; on the other hand, a restless impetuous energy, inventing, expanding, pressing forward into the future, regarding what has been already achieved only as a step or landing-place leading upwards and onwards to higher conquests—a mode of thought which in the half-educated takes the form of a rash disdain of earlier ages, which in the best and wisest creates a sense that we shall be unworthy of our ancestors if we do not eclipse them in all that they touched, if we do not draw larger circles round the compass of their knowledge and extend our power over nature over the world, and over ourselves.

2. Explain clearly *any three* of the following passages —

(a) The poet gathers fruit from every tree,
Yea, figs from thorns and grapes from thistles he.
Touched by his hand, the meanest weed that grows
Towers to a lily, reddens to a rose.

(b) Arise and conquer while ye can
The foe that in your midst resides,
And build within the mind of Man
The Empire that abides.

(c) There is a Hand that bends our deeds
 To mightier issues than we planned ;
 Each son that triumphs, each that bleeds,
 My country, serves Its dark command.

(d) Oh, fear not in a world like this,
 And thou shalt know ere long,
 Know how sublime a thing it is
 To suffer and be strong.

(e) As the moths around a taper,
 As the bees around a rose,
 As the gnats around a vapour,
 So the spirits group and close

Round about a holy childhood as if drinking its repose.

3. *Either*, Turn into indirect narration :—

‘Ye,’ said he, ‘are happy, and need not envy me, that walk thus among you, burdened with myself ; nor do I, ye gentle beings, envy your felicity ; for it is not the felicity of man. I have many distresses from which ye are free : I fear pain when I do not feel it ; I sometimes shrink at evils recollected, and sometimes start at evils anticipated : surely the equity of Providence has balanced peculiar sufferings with peculiar enjoyments.’

Or, Insert appropriate prepositions in the blank spaces below :—

He was a man—great courage and while his powerful intellect was responsible—his splendid vision—the University of Calcutta as it ought to be, his courage enabled him to accomplish much—which others would have shrunk. He had addressed himself—the work—making it a first-rate up-to-date University and—the interests—this noble object he worked—a zeal unparalleled, an enthusiasm unabated, a faith undimmed. But, alas, death removed him too early—the scene of his loved labours !

4 *Either*, Construct sentences to illustrate in *any five* of the following cases the distinction between :—count and count on, touch and touch upon, repair and repair to, provide for and provide against, run after and run at, dispense and dispense with, on and on to.

Or,

Correct *any five* of the following sentences :—

(a) He shouted to the top of his voice.

(b) My father was absent from this place since last Friday.

- (c) I request your favour in coming here.
 - (d) He caught him in the neck and dealt him a sound thrashing.
 - (e) He is determined in ruining him.
 - (f) This will not minister for my wants.
 - (g) His view militates with mine.
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